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ABSTRACT

This report is the last in a series on the four-year Providence Bilingual Project at Fox Point School. The evaluation is provided by the Curriculum Research and Development Center, University of Rhode Island, and follows guidelines established by the Office of Education. Part 1 deals with instructional evaluation. The project objective, the mastery of both English and Portuguese speaking, listening, reading, and writing skills by all students, is stated, followed by a description of the ethnic background of the participants. Pretesting and posttesting procedures are described as well as their results. A test of self-concepts and attitudes showed generally positive attitudes. Process evaluation produced changes such as articulation of itermediate objectives and the implementation of a kindergarten program. These charges are dealt with in the section on instructional recommendations. A teacher survey focused on team teaching and Portuguese curriculum needs. A section on staff development discusses the use of the Brown University inservice program and the Rhode Island College Portuguese Curriculum Materials Center. Part 2 management evaluation, deals with planning and operating the project, its impact on the participants, objectives for the current year, management, and bi-weekly reports. A parent questionnaire indicates positive attitudes toward the program. The report is fully illustrated with tables and appendixes. (AM)

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FINAL EVALUATION REPORT

Portuguese-English Title VII Program - 1972-73

Providence, Rhode Island

July 15, 1973

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Introduction

This is the last in a series of reports dealing with the 1972-73 Providence Bilingual Education Project. Funded under Title VII of the Elementary and Secondary Education Act of 1965, as amended, this was the fourth year of operation for this project.

The Curriculum Research and Development Center, University of Rhode Island (CRDC-URI) entered into a contractual relationship with the project to provide formative and summative instructional evaluation services as well as the monitoring and evaluation of a number of ancillary activities.

Role of CRDC

The CRDC has provided services to the Providence Title VII project since the Summer of 1969. The evaluation guidelines established by the Office of Education for Title VII programs have been followed. These guidelines specified both process and product instructional evaluation as well as indentifying the components of community involvement, staff development and curriculum development as areas to which evaluation activities were to be addressed.

Each of these areas has been addressed in both Interim and Final Evaluation Reports - the former emphasizing process and the latter product evaluation.

The comprehensive nature of Title VII program evaluations requires continuous interaction among program staff and the evaluator. The CRDC has provided, as part of the contractual responsibility, one day a week on-site, engaged in primarily process monitoring of the various components. During the 1972-73 program year, the evaluator assumed primary responsibility for implementing the testing schedule.

Description of the Program

The Providence Bilingual Project has been housed since its inception at the Fox Point School. The school provides educational services for a district in Providence in which a number of Portuguese-speaking people have lived for many years. The immigration quota changes which occurred during the 1960's resulted in an influx of Portuguese speakers from mainland Portugal, the Azores and the Cape Verde Islands.

In addition to the second and third generation Luso-Americans and the newly-arrived immigrant, the district also contains within its boundaries numbers of faculty and students from nearby academic institutions.

The Bilingual program at the Fox Point School has as a comprehensive long-term objective, mastery of speaking, listening, reading and writing skills in both Portuguese and English for all students. During the 1969-70 school year, the program dealt with children in grades one and two. Each year, a grade has been added so that the children in the program have continued to participate. During the 1972-73 program year, ten classrooms were involved - a Portuguese-dominant and an English-dominant room for grades one through five. The children receive varying amounts of instructional time in second language depending upon grade.

Each class was staffed by a teacher and an aide. All of the instructional aides were fluent in Portuguese as were all of the Portuguese-dominant teachers. (All of the English-dominant teachers had professional certifications; this fourth year, several of the Portuguese-dominant teachers had emergency certification and were working toward professional certification.) The project was also

staffed with a curriculum writer/coordinator and a project director. The former person spent the majority of his time working with the program teachers in the development of curricula materials in Portuguese.

Participants in the Program

The majority of Portuguese in the Fox Point area come from the Azores. As can be seen from Table 1, all students in the Portuguese-dominant classrooms, with five exceptions, were born outside the continental United States. Twenty-two children in the English-dominant classrooms were born outside of the continental United States. A number of English-dominant students have parents born outside the continental United States. Students have been assigned to first grade classes on the basis of teacher evaluation of proficiency in English. The rationale for assessing proficiency in English has been the fact that research has indicated that children who lack fluency of age/grade peers in their native language will have difficulty in learning a second language successfully. Coupled with this linguistic rationale has been the educational/administrative philosophy that children manifesting a significant language departure from the average developmental level for their age need to spend all the available time in acquiring the experiences and skills for success with their native language.

Conceived as a federal education activity having a developmental program philosophy, the Title VII mandate embraces a multitude of dimensions in attempting to identify and explore significant questions in areas which, until very recently, were virtually unexplored.

Table 1 - Birthplace

Classroom	Student					Father					Mother				
	U.S.	Portugal	Azores	Cape Verde	Other	U.S.	Portugal	Azores	Cape Verde	Other	U.S.	Portugal	Azores	Cape Verde	Other
Grade 1 - Port. Dom.	3	3	17	1	1	-	3	20	1	1	-	3	21	1	-
Grade 1 - Eng. Dom.	24	2	1	-	-	7	15	4	-	-	10	10	5	-	1
Grade 2 - Port. Dom.	1	4	4	1	2	-	6	19	1	-	-	5	20	1	-
Grade 2 - Eng. Dom.	18	1	5	-	-	11	6	7	-	-	11	4	7	-	2
Grade 3 - Port. Dom.	1	5	17	3	-	-	5	18	3	-	-	5	18	2	-
Grade 3 - Eng. Dom.	14	1	2	-	-	10	4	3	-	-	10	2	4	-	1
Grade 4 - Port. Dom.	-	4	15	-	-	-	4	15	-	-	-	4	15	-	-
Grade 4 - Eng. Dom.	20	1	4	-	1	13	5	6	-	2	13	4	5	-	4
Grade 5 - Port. Dom.	-	5	12	-	-	-	5	12	-	-	-	5	12	-	-
Grade 5 - Eng. Dom.	21	1	4	-	-	15	4	7	-	-	12	6	5	-	3

Data Collection and Results

The procedures utilized for pretest data collection were detailed in the Interim Report. The posttesting schedule, as presented in the Final Evaluation Design, was modified somewhat for the following reasons:

1) The schedule was implemented approximately 12 days late because of extensive testing in the building being conducted as part of the Title I program and the Rhode Island State Testing Program.

2) The desire to gather information relating to the performance of the Portuguese-dominant children on the California Achievement Series, the instruments chosen to replace the Gates-MacGinitie Series for the 1973-74 program year in grades 4-6.

The latter modification resulted in the use of the California Achievement Series with the fourth grade Portuguese-dominant class. A number of children in this class were also tested with the appropriate instructional level form of the Gates-MacGinitie Reading Test. This procedure will be detailed later in the report.

Table 2 contains the results of pre and posttesting. Both first grades and the Portuguese-dominant second grade were pretested in their entirety with the Murphy-Durrell Reading Readiness Test. This decision was based upon the instructional level obtained from the Botel Word Recognition Test. Children in other grades were tested with this instrument if they scored at the readiness level on the Botel. During the year all of the first grade English-dominant children and a number of children in other grades progressed to the first grade reading level and were posttested with Form A of the Gates-MacGinitie Reading Tests. These results are indicated by an asterisk. The average achievement of those children in Grade 1 places them above the 50th percentile in both vocabulary and comprehension. The 50th percentile is that achievement level reached by the average reader making satisfactory progress.

Table 3 contains the average gain made on the various forms of the Gates

Table 2

Pretest and Posttest Mean Grade Equivalent Scores, Gates-MacGinitie Reading Tests, California Achievement Series (Grade 4 only), Fox Point Elementary School, 1973

Grade 1

English Dominant

Test Level	N	Vocab. Post	Comp. Post
A*	15	2.4	2.3

Grade 2

English Dominant

Test Level	N	Vocab. Pre	Vocab. Post	Comp. Pre	Comp. Post
A	3	2.9	3.3	2.5	3.5
B	2	2.3	3.1	2.5	3.2
C	1	4.1	6.1	5.1	5.6
A*	9		2.3		2.2

Grade 3

English Dominant

Test Level	N	Vocab. Pre	Vocab. Post	Comp. Pre	Comp. Post
A	2	2.7	3.1	2.3	3.3
B	5	3.0	4.0	2.8	3.3
C	5	3.8	4.7	3.9	4.5
D	1	5.3	6.1	5.2	6.3

Portuguese Dominant

Test Level	N	Vocab. Pre	Vocab. Post	Comp. Pre	Comp. Post
A	2	2.6	3.0	2.7	3.3
B	4	2.2	3.3	2.0	3.8
C	3	2.9	3.8	2.4	3.1
A*	6		1.9		2.3

*These students were pretested with the Murphy-Durrell Reading Test. During the year, they progressed to the first grade reading level for which Form A of the Gates-MacGinitie was appropriate.

Table 2 (continued)

Grade 4

English Dominant						Portuguese Dominant					
Test Level	N	Vocab. Pre	Vocab. Post	Comp. Pre	Comp. Post	Test Level	N	Vocab. Pre	Vocab. Post	Comp. Pre	Comp. Post
B	3	3.4	3.8	3.1	3.9	B	3	1.9	3.2	2.1	3.1
C	6	2.5	3.6	2.5	4.0	California Achievement Series N=10		2.2	2.9	2.5	3.6
D	12	5.3	6.5	5.4	6.1						

Grade 5

English Dominant						Portuguese Dominant					
Test Level	N	Vocab. Pre	Vocab. Post	Comp. Pre	Comp. Post	Test Level	N	Vocab. Pre	Vocab. Post	Comp. Pre	Comp. Post
						B	1	1.6	2.4	1.9	1.9
C	14	2.7	3.9	3.5	4.2	C	7	2.4	3.0	2.4	2.8
D	10	6.4	7.3	6.6	7.2	D	5	4.1	4.8	4.6	5.9

Table 3

Gains by Grade and Language Dominance on the Appropriate Instructional Levels of the Gates-MacGinitie Reading Tests, Fox Point Elementary School, 1973

Grade 2

English Dominant

Test Level	N	Gain in Months Vocab.	Comp.
A	3	4.0	10.0
B	2	9.0	7.0
C	1	20.0	5.0

Grade 3

English Dominant				Portuguese Dominant			
Test Level	N	Gain in Months Vocab.	Comp.	Test Level	N	Gain in Months Vocab.	Comp.
A	2	4.0	10.0	A	2	4	6
B	5	9.5	5.5	B	4	11.5	17
C	5	9.5	6.5	C	3	9	7.5
D	1	8	11.0				

Grade 4

English Dominant				Portuguese Dominant			
Test Level	N	Gain in Months Vocab.	Comp.	Test Level	N	Gain in Months Vocab.	Comp.
B	3	4.0	8.0	B	3	12.0	9.0
C	6	10.5	14.0	California Achievement Series N=10		6.0	10.0
D	12	11.0	8.0				

Table 3 (continued)

Grade 5

English Dominant				Portuguese Dominant			
Test Level	N	Gain in Months Vocab.	Comp.	Test Level	N	Gain in Months Vocab.	Comp.
				B	1	8.0	0.0
C	14	11.0	6.5	C	7	6.0	4.0
D	10	8.5	6.5	D	5	7.5	12.0

McGinitie. This information was placed in a separate table primarily because the method of computation utilized might cause confusion if the results were placed along side the mean grade equivalent scores found in Table 2.

Gains were determined for each student by subtracting the pretest from the posttest score. These were then averaged to obtain the mean gain for each form.

Table 4 contains the average gain within grade and for all grades combined. While this gross measure has some value in describing the general pattern of progress in the areas of Vocabulary and Comprehension, Tables 2 and 3 provide data more meaningful for determining the specific nature of change for the various reading levels within each grade. Forms A, B, C and D correspond to reading grade levels of 1, 2, 3 and 4, respectively. It is also important to note the number of students for whom scores were available on a particular test. Gains based upon a larger number are more meaningful from an evaluation standpoint than those based upon one or two students.

The overall pattern of change indicates that gains for all grades clustered around the average gains made by children across the country who are progressing satisfactorily. This observation has even greater significance in light of the following:

1. Teachers reported that approximately 20-25 days were devoted to testing over and above the testing schedule for previous years. This is equal to approximately one month of instruction.
2. The children participating in the program receive instruction in two languages; however, the school day is no longer than in any other school in the system.

The overall satisfactory progress would tend to support the theory underlying the bilingual concept, namely the transfer of language skills from the first or native language to the second or school-acquired language. By grade 3, the

Table 4

Mean Gain Expressed in Grade Equivalent Scores Within Grades:
Mean Gain for All Grades, Fox Point Elementary School, 1973

	English Dominant		Portuguese Dominant	
Grad	Vocabulary	Comprehension	Vocabulary	Comprehension
2	11.0 mo.	7.3 mo.		
3	7.8 mo.	8.3 mo.	8.2 mo.	10.2 mo.
4	8.3 mo.	10.0 mo.	9.0 mo.	8.0 mo.
5	9.8 mo.	6.5 mo.	8.1 mo.	9.2 mo.

	Mean Gain All Grades Combined			
	Vocabulary	Comprehension	Vocabulary	Comprehension
	9.2 mo.	8.0 mo.	8.1 mo.	9.2 mo.

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range of reading ability between English-dominant and Portuguese-dominant children has decreased markedly over grades 1 and 2. This is not to say that all students are reading on grade level. The data suggests that in grades 4 and 5 a number of children are reading below grade level. They do, however, have higher average comprehension scores than vocabulary scores again suggesting the language transfer theory as it relates to specific comprehension skills. The acquisition of vocabulary is not as influenced according to the theory. Increasing the emphasis upon English vocabulary acquisition should result in greater comprehension of both oral and written material. A recommendation was made in an earlier report to introduce sight vocabulary words into the first grade Total Reading Program. This was done during the past Spring and should be continued as part of the second grade instructional program for the Portuguese-dominant children.

The 6.5 month Comprehension gain for grade 5 can be explained by the fact that a number of students had pretest scores at the upper end of the scale where a change of one or two correct can have a greater influence on the grade equivalent than do scores near the cluster near the middle of the scale. Several of these students who had posttest scores several points lower, resulted in a sizeable change in grade equivalent scores.

The California Achievement Series, subtests Vocabulary and Comprehension, is, in the opinion of this writer, a somewhat more difficult instrument than the Gates-McGinitie, especially for grades 1-3. This instrument was selected because it does not emphasize speed as much as others including the Gates. This factor tends to result in greater accuracy if the student is made aware of the fact that he need not hurry.

Murphy-Durrell Reading Readiness Test.

Portuguese-dominant children in grades 1 and 2 were administered the Murphy Durrell Reading Readiness Test. This instrument has been used for several years with success in these classes. The results of pre and posttesting are found in Table 5. The matrix allows for the simultaneous display of pre and posttesting which this writer has found effective with criterion-referenced instruments. Both pre and posttest scores were grouped into quintiles (0-20% success,....81-100% success). Entries to the right of the diagonal indicate gain; those to the left indicate a decrease in score from pretest to posttest.

Table 5

Pre-Post Results of Murphy-Durrell Readiness Test Expressed in Quintils Representing Levels of Mastery, Fox Point Elementary School, 1973

Portuguese Dominant Grade 1

Phonemes I

Pretest \ Posttest	0-20%	21-40%	41-60%	61-80%	81-100%
0-20%				1	1
21-40%					3
41-60%					9
61-80%					1
81-100%					

Phonemes II

Pretest \ Posttest	0-20%	21-40%	41-60%	61-80%	81-100%
0-20%					1
21-40%		1	1		3
41-60%				1	6
61-80%					
81-100%					2

Portuguese Dominant Grade 1

Letter Names I

Pretest \ Posttest	0-20%	21-40%	41-60%	61-80%	81-100%
0-20%				3	2
21-40%					2
41-60%			1		3
61-80%					3
81-100%					1

Letter Names II

Pretest \ Posttest	0-20%	21-40%	41-60%	61-80%	81-100%
0-20%				1	2
21-40%					5
41-60%			1		3
61-80%				1	1
81-100%					1

Portuguese Dominant Grade 2

Phonemes I

Pretest \ Posttest	0-20%	21-40%	41-60%	61-80%	81-100%
0-20%					
21-40%					
41-60%					
61-80%					1
81-100%					22

Phonemes II

Pretest \ Posttest	0-20%	21-40%	41-60%	61-80%	81-100%
0-20%					
21-40%					
41-60%					
61-80%					
81-100%				1	22

Portuguese Dominant Grade 2

Letter Names I

Pretest \ Posttest	0-20%	21-40%	41-60%	61-80%	81-100%
0-20%					1
21-40%					
41-60%			1		
61-80%					1
81-100%					20

Letter Names II

Pretest \ Posttest	0-20%	21-40%	41-60%	61-80%	81-100%
0-20%				1	
21-40%		1			
41-60%					1
61-80%					2
81-100%					18

For example, in the Portuguese Dominant first grade class, 9 children met with 41-60% success on the Phonemes I pretest and 81-100% success on the posttest. On the Phonemes II pretest, 1 child met with 21-40% success on the pretest and 21-40% success on the posttest. The greatest positive changes occur in the upper right hand corner; the greatest negative changes in the lower left hand.

The results for grade 2 suggest that the majority of children had mastered the skills being measured upon entry and that the instrument may be appropriate. The instructional changes instituted during the 1971-72 program year in the Grade one reading program have, in part, contributed to the generally higher scores, according to the teachers involved. Another factor is familiarity with the instrument. The students were exposed to the instrument two times in grade 1 prior to pretesting in grade 2. It is not possible at this time to separate quantitatively the effects of familiarity and the impact of the modified first grade instructional program. During pretesting in the Fall of 1973, an attempt will be made to assess quantitatively the differential effects of practice and the Total Reading program as reflected in the phonemes and letter name skill areas.

With four exceptions, all children in the Portuguese-dominant first grade achieved 80% success on the four subtests at the time of posttesting. The Total Reading program is almost exclusively a phonics approach to beginning reading and the results for Phonemes I and II reflect this orientation.

Cooper-McGuire Diagnostic Word Analysis Tests

These criterion-referenced instruments were first used in the 1971-72 program year. This writer had discussed their use at length with the authors as well as project staff and a decision was made to introduce them in the Spring of 1972. The instruments were developed originally for use in staff

development programs, as being part of a professional development instructional package. In March of 1971, the instruments became available for use and this writer conducted a brief in-service with the Title VII teachers which served to orient the teachers to the use of the instruments.

The instruments may be used in individualized reading programs, or in the more traditional group-reading organization. The orientation of the reading program in the Fox Point Bilingual Program has been small group basal with some supplementation with other texts. The instruments provide an assessment of specific work-analysis skills. Each instrument is tied to a behavioral objective and the objectives are arranged in a hierarchy of difficulty paralling the introduction of skills in most basal series. The rationale underlying mastery of these 'on-route' objectives is that success with these skills will be reflected in the comprehensive end-of-program achievement. The Cooper-McGuire Tests should be considered as providing a measure of skills mastery; the comprehensive achievement tests require the application of these skills in new situations.

The objectives selected for each child are a function of his reading instructional level. If a child met the criterion of 80% mastery on the pretest, the child moved on to another skill area and was given another pretest. Rather than include each objective in this narrative, they are reproduced in full in the Appendix.

Those children who did not reach the mastery level at the time of posttesting will begin with these skills in September. The fact that some children did not achieve the 80% criterion level does not mean that the objective was not met. With several exceptions, posttest scores were higher than pretest scores, indicating that those children made progress in the skill areas.

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Self-Concept and Attitudes

An abundance of literature, both theoretical and research in nature, indicates that a healthy self-concept and positive attitudes are necessary if children are to profit from the cognitive and socio-emotional experiences provided by the schools as a societal mandate.

A great deal has also been written suggesting that the schools have not been particularly sensitive to the needs of children whose culture and/or language differs from the middle-class patterns. This lack of sensitivity, it has been suggested, has resulted in a generalized alienation to school for many.

The Fox Point bilingual program has had an objective dealing with self-concept since the first year of operation. During the past program year, a format known as the Faces instrument was utilized with two sets of items:- grades 1 and 2 received 15 items dealing with self and school; grades 3,4 and 5 were asked to respond to 22 items dealing with self, school and reading.

The instruments were administered in the classroom to children in groups of 3 or 4 by the instructional aide. Table 6 contains, in summary form, percentages pre and post of positive, negative, and, in some cases, neutral responses. Samples of the items and answer format are found in the Appendix.

The percentages of positive responses increased in all cases from pre to posttesting.

Children who had high positive scores on the pretest showed very little change overall. Children who had lower positive and, therefore, higher negative scores on the pretest, increased the number of positive responses resulting in the higher posttest scores for each class. The results suggest that the majority of children in the program have positive, quite stable, self-concept and attitudes toward school. It is important in an on-going program addressing self-concept and attitudes that once change is made, it be

Table 6

SUMMATION IN PERCENTAGES OF POSITIVE, NEUTRAL, AND NEGATIVE RESPONSES TO SELF-CONCEPT AND ATTITUDE MEASURES

FOX POINT ELEMENTARY SCHOOL, 1973

	ENGLISH DOMINANT						PORTUGUESE DOMINANT					
	Positive %		Neutral %		Negative %		Positive %		Neutral %		Negative %	
	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post
1.	68	77			31	22	75	86			24	13
2.	80	83			19	16	62	69			32	30
3.	78	82	03	04	18	14	81	89	01	02	17	09
4.	60	68	17	10	22	21	66	76			34	24
5.	54	64	05	07	38	30	59	67	03	04	36	27

maintained. During the 1973-74 program year attention will be directed to monitoring those children who showed substantial changes in order that any regression be identified and steps taken to eliminate it.

PROCESS EVALUATION

As in past project years, the Project Director assumed a portion of the responsibility for process evaluation in keeping within his functions as an administrator in the Providence School System.

In addition, process evaluation responsibilities have been assumed by Professor Nelson Vieira of Brown University. During the 1971-72 project year, the evaluator became involved in monitoring aspects of the instructional process.

During the 1971-72 program year, the evaluator introduced the Cooper-McGuire on-route objectives and accompanying tests as in an effort to assess a number of implicit process objectives that had not been articulated.

Several changes have resulted from the process monitoring. These included, for the 1972-73 year, minor adjustments in the amount of time for the English language portion of the program, an increase in the amount of sight vocabulary introduced at the primary level, and a re-examination of some of the functions of the instructional.

During the 1972-73 year, the process monitoring emphasized the planning phase of the sixth year of operation as well as the various on-going instructional components especially English instruction. This function was implemented through the use of classroom observation, formal meetings with the teachers and formal meetings with the English curriculum writer.

Each of those having responsibility for process monitoring utilizes a different scheme for monitoring. Professor Vieira utilizes Politzer's "Performance Criteria for the Foreign Language Teacher;" Mr. Piccirilli, Project Director, utilizes guidelines set down by the Providence School Department and the evaluator, in dealing with instructional process, utilizes the intermediate objectives when stated as well as attempting to determine the nature and extent of intermediate objectives when not stated.

As stated in earlier reports, the lack of intermediate objectives in some areas has been a perceived weakness of the project. Since that observation was made last year, efforts by project management have been directed to this area. One of the changes in the responsibilities of the instructional aides has been on the increased amount of time devoted to individual and ad hoc small group instruction.

All classes utilize formal grouping procedures for reading and language arts and children having difficulty with specific tasks are assisted by the aides. They have demonstrated increased competence with this task as a result of having participated in the Brown University in-service program.

Efforts should continue during the 1973-74 program year to articulate intermediate or on-route objectives and to relate these to a time line. A record-keeping system similar to that implemented with the Cooper-McGuire intermediate objectives would assist in organizing for the teacher, and for project management.

INSTRUCTIONAL RECOMMENDATIONS

The recommendations which follow are based upon the evaluator's formative as well as summative evaluation activities. A number of these have been discussed with appropriate staff members and the Project Director during the year.

1. A portion of the 1973-74 Brown University in-service program should be devoted to the articulation of process objectives in arithmetic and language arts, excluding reading. The final phase of the sixth year program development should include the articulation of process objectives in social studies.

2. The amount of time devoted to vocabulary development should be examined at each reading instructional level. A portion of the time appointed to reading each week should be devoted to this activity. It is suggested that all children have mastery of the Dolch 220 Service Words and 90 Common Nouns no later than the end of the second year of the program.

3. The project should continue to consider ways to further individualize the instructional program for students and institute more team planning/teaching. As curriculum materials become more plentiful, especially in Portuguese, the transition to "open" education can be more easily facilitated.

4. A clerical person should be available to assist with materials development. Much of the time spent in developing instructional materials and making them available is devoted to production activities, the supervision of which could be a part of the responsibility of the curriculum writers.

5. The duties and responsibilities of the curriculum writers should be more clearly defined. Production activities and graphics could better

be handled by a clerk.

6. The project management should develop a kindergarten component to be implemented during the 1974-75 year. The program could be conceived as a school-wide bilingual program serving all of the eligible children in the district. From a language development standpoint, the earlier intervention of the bilingual concept has considerable research support. In addition, the kindergarted year would allow for a screening period to identify more effectively those children, both Portuguese and English-dominant, whose verbal abilities are such that all of the availalbe instructional time be devoted to English instruction.

TEACHER SURVEY

A questionnaire was given to each teacher in the program in an effort to assess teacher perceptions of program areas toward which attention might be given during the 1973-74 program year. Table 7 contains the results of this questionnaire. The areas of major concern included team planning/teaching and the need for more curriculum materials in Portuguese. Specifically, three teachers stated that the number one need was for a curriculum writer in Portuguese.

Curriculum Development. The project employed a full-time curriculum writer during the 1971-72 program year. This person left the program to accept a directorship in another community. A considerable amount of material was developed during the 1971-72 year and utilized during the 1972-73 year. In the 1972-73 program year, 2 one-half time curriculum writers were employed by the project--one, fluent in Portuguese, worked closely with the Portuguese classroom teachers. Because of health problems, she was not able to be in attendance every day and could not provide all the services desired by the teachers. The second one-half time curriculum writer was a trained reading specialist who provided classroom services formerly not available on a regular basis. In addition, she worked closely with the language consultant, Professor Nelson Vierra, in assuming some of the day-to-day responsibilities in the Portuguese curriculum area. Samples of materials developed by the consultant and curriculum writer appear in the Appendix. This evaluator spoke with several of the teachers regarding the need for the Portuguese curriculum writer and determined that more reading materials geared to specific skill areas and seat work to accompany these reading materials were desired by the intermediate level teachers. The bulk of the materials that were available were at the primary level. During the 1972-73 program year the language consultant and Mrs. Becher began the development and trial

TABLE 7

RESPONSES TO TEACHER QUESTIONNAIRE
Fox Point Elementary School, Spring, 1973

1. More team planning/teaching. (1) 3 (2) 3 (3) 1

2. More instructional materials for English instruction as the a. First b. Second c. both language(s) (underline) (1) (2) 1 (3) 2

3. More instructional materials for Portuguese instruction as the a. First (1) b. Second (2) c. both language(s) (3) (underline) (1) 3 (2) 3 (3)

4. A longer school day. (1) (2) (3)

5. More curriculum development assistance in PSL. (1) 1 (2) 1 (3)

6. More curriculum development assistance in ESL. (1) (2) 1 (3)

7. More curriculum development assistance in Portuguese as a First Language. (1) (2) (3) 1

8. More curriculum development assistance in Portuguese as a Second Language. (1) 1 (2) (3) 1

9. More audiovisual materials to accompany equipment available to you. (1) (2) (3) 3

10. More frequent contacts with parents. (1) (2) (3)

11. Please feel free to add to this list. Be sure you indicate the priority with a 1, 2, or 3.

Portuguese curriculum writer - 3teachers.

Please return in the accompanying envelope before June 19, 1973 to Raisa Williams.

use of reading materials modeled on the SRA instructional package or kit format. A number of stories and comprehension activities were developed during the Spring of 1973 and used on a trial basis. The evaluator has attended two curriculum development work sessions at which time the reading and comprehension material found in the Appendix was developed. The curriculum consultant and curriculum writer functioned well as a team--an in-depth knowledge of reading complimented the consultant's knowledge of Portuguese literature and language.

In addition to developing reading materials, some attention has been directed to Portuguese culture in the social studies, arithmetic, especially measurement and science.

A number of materials were received from other Portuguese Title VII projects during the 1972-73 program year. A cataloging procedure was established and these materials were made available to the teachers as they were processed.

The organization of the program has been based upon the self-contained classroom with informal grade level planning on an irregular "perceived need" basis. Within classrooms children have been grouped for some subjects such as reading. As curriculum materials in Portuguese become increasingly available one of the significant changes that should be considered is to move toward more formalized within-grade and across-grade level planning.

STAFF DEVELOPMENT

The 1972-73 program year had two dimensions in this component:

1. the Brown University in-service program.
2. four one-day workshops focusing upon the Portuguese Curriculum Materials Center at Rhode Island College.

Professor Nelson Vieira of Brown University has provided consultation services to the project in the form of on-site visits to assist with curriculum development and language teaching. In addition, he has directed the in-service program. Consisting of a 3 week summer institute and 4 Saturday workshops during the past year became increasingly individualized with the introduction last summer of a series of instructional modules in linguistic theory, curriculum development and teaching techniques. The growing individualization has been the result of comments to Professor Vieira and the evaluator by teachers who felt the need for devoting more time to the curriculum needs of specific grades.

Participants during the 1972-73 year included teachers from Providence, Pawtucket and Fall River. The emphasis for most teachers was curriculum development. Teachers from Pawtucket and Fall River who were new to their respective projects spend more time with applied linguistic theory and teaching strategies.

Fewer Providence teachers were involved during the 1972-73 year than in past program years. The three newer teachers on the project staff attended all sessions as well as three of the teachers who have been involved with the project since 1969. The evaluator interviewed teachers and received positive statements regarding the in-service, consultant services provided by Professor Vieira. The most frequent reason given for choosing not to participate in some or all of the workshop sessions was that the experienced teachers felt they had to respond to other in-service demands

on their time, specifically reading workshops and that after attending for three summers they desired a vacation. They indicated that Professor Vieira provided valuable services in the classroom with specific language or methodological problems.

The on-site consultation services provided by Professor Vieira are provided two days a week. The evaluator has worked closely during the past two years with Professor Vieira and he has observed that, uniformly, his services are valued by the project staff. During the 1972-73 program year, he worked closely with Mrs. Becher, the English Curriculum writer, in planning the sixth year program. The evaluator attended a meeting called by Mrs. Becker in May. In attendance were Professor Vieira, Mrs. Becker, Mr. Aica and Mr. Augusta, the fifth grade teacher, Miss Gonsolves, the sixth grade teacher in the 1973-74 program and Mr. Piccirilli, Project Director.

The meeting was devoted to grouping children for instruction and examining instructional materials.

Four one-day workshops were held in the Spring at the Curriculum Materials Center, Rhode Island College. Mr. Piccirilli successfully negotiated with the Office of Education and the OE funded Materials Acquisition Center, San Diego, California to obtain approximately 2500 textbooks and other curriculum-related materials in Portuguese. Designed for use by teachers as well as interested community members, a small number of adult oriented books were housed in the Fox Point branch of the Providence Public Library.

The four workshops dealt with specific curriculum-related themes-testing, reading, culture, and general curriculum development. All Title VII projects in southeastern New England were invited to send representatives to the workshops and all projects were represented at one or more of the all-day sessions. The evaluator attended the session dealing with culture. The decision to

house the curriculum materials at Rhode Island College was due to the fact that the College's Instructional Materials Center had the facilities and the expertise to effectively deal with the cataloging and circulation of the collection.

During the 1973-74 program year an evaluation will be undertaken to determine the use of these materials.

The Center also houses project-developed curriculum materials that are distributed among the Portuguese Title VII projects. In addition, all documents of a proposal and evaluation nature are to be housed in the Center.

An evaluation of the 1972 Summer Institute is found in the Appendix.

Final Management Evaluation

This evaluation report has been prepared in accordance with the five management functions identified by the U.S. Office of Education - planning, installing, operating, communicating and evaluating. A discussion of these components comprises Section 1; Section 2 deals with the impact of the project on participating groups; Section 3 addresses specific objectives stated for the current year; Section 4 is a monitoring system used for several years in this project to identify and fix responsibility for managment tasks; Section 5 contains the bi-weekly project activity reports prepared by the evaluator for (1)communicating with the Project Director and (2)providing a formal record of a number of activities undertaken by the Project Director or the evaluator.

Section I - Management Components Narrative

While all five of these components have existed since the first year of the program, not all of them have received the same emphasis. For example, planning was a key component prior to and during the first year of operation. During the second year, the operating component received increasing emphasis. During the third year, communication emerged as a component of priority. In the fourth year, planning again received high priority.

I. Planning

1. Were individuals and groups affected by the program's operation involved in the planning of activities?

A number of community people continue to be employed as aides within the project; however, obtaining on-going participation from numbers of Luso-Americans in the community has not been completely

successful due to the fact that the people are generally not oriented to participation in school-related activities. Over the past several years, many attempts have been made to obtain Luso-American representation at Advisory Council meetings as well as P.T.A. meetings. The cultural expectancy is to leave education to the professionals. In addition, many parents work second or third shifts and cannot easily attend.

A series of meetings were held with the Middle School administration and appropriate staff to discuss the 6th year plan.

A building meeting should be held prior to or shortly after the beginning of school to acquaint all with the plans for the year and to provide an opportunity for possible input into the on-going planning process.

2. Were special efforts made to gain the support of individuals or groups whose anticipated reaction might be neutral or negative?

To the best knowledge of this evaluator, there are no groups who, during the past year, were neutral or negative toward the program. Only one parent out of 58 interviewed indicated they would prefer that their children not participate during the next program year. The parent questionnaire is contained later in this report.

The evaluator undertook a survey of all certified Fox Point staff in order to obtain information in a number of areas that would be useful for planning future programs. The results are found in another section of this report.

Jacinto Ferreira, a former Portuguese embassy employee who is fluent in Portuguese, has served for several years as community liaison person, assisting parents, children and community people with the variety of problems newly-arrived immigrants face.

3. Were resources (equipment, materials, personnel) necessary for the operation of each component identified and made available in order that component activities would not be delayed or altered?

   (a) Equipment - There were not problems in this area.

   (b) Materials - The usual kinds of materials such as paper, pencils, and English texts were in adequate supply. Earlier reports detailed the lack of Portuguese texts and materials. Efforts initiated last year and expanded, have resulted in the development and acquisition of many materials. There is still a need for more materials, especially at the intermediate grades and efforts should continue to develop and acquire appropriate materials.

   (c) Personnel - With the exception of the ½-time Portuguese curriculum writer, personnel were available and instruction was undertaken and carried out without delay. Several times when a teacher was absent, Mrs. Becker substituted so as to insure that the program continued uninterrupted.

4. Were all sources of technical assistance identified and services secured and utilized to meet program-planned needs?

Mrs. Adele Becker, a reading specialist who had several years experience in the school was hired as a 3/5 time English Curriculum writer. The ½-time Portuguese Curriculum writer was not in attendance everyday due to health reasons. Professor Vieira worked with Mrs. Becker to fill the void caused by her absence.

5. Were alternative resources identified in the event that selected contractors, consultants, suppliers, etc. did not provide services according to specification?

There were no problems in this area to the best knowledge of the evaluator.

6. Was the needs assessment conducted on a broadly-based planning group that was able to provide a variety of perspectives on the problem?

The needs assessment reflected information obtained from a variety of sources that was used to update and modify the original assessment

of needs. The long-range 5-year plan includes installing a program component in the middle school in the 1973-74 program year. Plans have been finalized. To the best knowledge of this evaluator, the Advisory Council has not yet had the opportunity to discuss in detail expansion to the middle school. This should be planned as one of the first items during the upcoming year.

7. Is needs assessment data represented in the kinds of program priorities and component activities included within the project?

The 1972-73 program was operationalized after needs were assessed. During the year, several minor revisions were made as operations were compared with the priorities of the acquisition of speaking, listening, reading and writing facilities in two languages. The program follows closely the concept of bilingual education. In addition, formative and summative evaluation data has been utilized in decisions regarding the time priorities allocated to various components.

8. Were alternate approaches to meeting specified needs considered?

As a demonstration program operating within the philosophy of bilingual education, alternatives have been identified in many areas. As yet, significant movement toward individualized instruction has not been noted. However, progress is being made through the use of the Cooper-McGuire instruments. Efforts to further individualize should continue.

9. Were performance objectives in both product and instructional process established for each component?

Performance objectives were stated for all instructional components. In addition, objectives were stated in the affective domain. Instructional

Process objectives for reading have been included in the Appendix. There is a need for articulation of on-route objectives in other areas.

Specific management objectives are found in Section II. The management function could possibly be further strengthened through the introduction of a PERT chart or other similar system of detailing a comprehensive view of management function for a program year. A recommendation to this effect was made in the 1971-72 Final Report and in the 1972-73 Interim Report.

II. Installation

1. Did prerequisite actions take place as planned before component activities were initiated?

There were no serious problems that this evaluator was aware of caused by failure to take prerequisite action. Adequate planning resulted in a successful Portuguese Festival with Mr. Piccirilli absent due to a death in the family.

2. Did the organizational pattern provide for effective coordination among staff and between staff and advisory groups?

There were no serious problems related to the organizational pattern. The addition of Mrs. Becker as Curriculum Writer enhanced the operation of the program. She was in regular contact with all teachers regarding primarily curricula matters. She facilitated the interaction among the teaching staff and the in-service staff by being free from teaching responsibilities on a full-time basis. No ojectives were stated for this component and it is recommended that several be articulated in order to more clearly define the responsibilities attached to the position.

Staff meetings were held as necessary for planning. This evaluator attended several of these. A more formalized meeting schedule will become necessary during the 1973-74 program year as a portion of the program leaves the building.

3. Were staff responsibilities clearly assigned and delineated and efforts made to resolve potential problems in areas of joint responsibility?

Reference was made earlier to the possibility of clarifying the responsibilities for the position of curriculum writer/coordinator.

As in many schools where federal programs operate, there is an interface of administration responsibilities having the potential for jurisdictional dispute.

While differences have occurred during past program years regarding certain management responsibilities, there were none during the current year that the evaluator was aware of. The responsibilities of the contracted services provided to the project were clearly spelled out in the respective contracts and no problems arose. Responsibilities of aides and teachers have been partially circumscribed by state, local regulations and contracts. There were no serious problems with either group during the year.

4. Were contractor's services and products provided according to specifications so that the component activities could begin as planned?

There were no problems in this area to the best knowledge of this evaluator.

III. Operating or Directing

1. Was sufficient authority delegated so that the project manager, staff and advisory groups could carry out their jobs?

The project director was given sufficient authority by the Providence School Department to insure that the program could be implemented on schedule. The project director serves on a half-time basis, the remainder of his time is spent as ESL Coordinator for the system. The curriculum writer assumed some former director responsibilities in the area of curricula development and the continuance of this portion will become increasingly important during the next year when plans are implemented and materials continue to be developed for the middle school.

As the opinion of this evaluator, the project director has served effectively during the 1972-73 program year in allowing the staff and various other components to carry out their respective functions.

2. Did the program manager in correcting a problem consider several alternatives and involve appropriate staff, administrative officials or advisory groups in his consideration?

The manager was faced with several problems during the year which were resolved after consultation with a variety of individuals and groups. These problems included qualified staff and appropriate materials. The decision to house the Portuguese Curriculum materials involved a number of people as well as the consideration of a number of sites.

3. Did the program manager receive needed support services, personnel and leadership from within the school system?

There were a number of support services provided the project by the Providence School Department. Whenever the potential existed, these services reflected the bicultural thrust of the program. For example, the physical education teacher planned several activities of a cultural nature. The building principal, in a number of instances, facilitated the activities of the project. Most notably was the "Portuguese Festival" open house. During the 1972 - 1973 year, the Providence School Depatment administrative personnel participated in the first year of a realignment of the administrative structure. The new structure should facilitate the implementation of certain management functions, especially in the areas of planning and operation.

4. Were task assignments made and job positions developed so that the workload was reasonably allocated?

During the fourth year of operation, there were no major changes in teaching or paraprofessional task assignments. As mentioned earlier, health problems experienced by the 1/2 time Portuguese Curriculum Writer resulted in the 3/5 time English Curriculum Writer assuming somewhat of an overload.

IV. Communication

1. Did the program staff provide the director with timely information on problems so that solutions could be found as quickly as possible?

The project director maintained close contact with the staff. He was assisted by the English curriculum writer who had very close contact with the teachers. A formal mechanism for communication does

not exist currently. With the move to the Middle School more formalized communication will be necessary. This system should be devised prior to the beginning of school.

2. Did the organization of the project staff facilitate communication?

There were no problems in communication among the project staff. On several occasions, when the Project Director was out of the building on visits to other schools, the curriculum writer was able to answer questions which arose within the building.

3. Did the program manager consult with those to be affected by a change in the project plan and allow for feedback and further modification before the revised plan was implememted?

Staff meetings occurred to discuss program modifications. The evaluator attended two of these - one dealing with the Cooper-McGuire instruments and the second dealing with the sixth year program. During both meetings, teachers provided feedback to the Project Director. Because all of the staff, as well as the manager are housed in close proximity discussion among staff and management is continuous and feedback is an on-going activity.

4. Were types of media selected for specific communication purposes determined by the nature of the information to be presented and the specific recipient groups?

All communications from the school to home were in both English and Portuguese. Aides and the community liaison person visited homes for discussions of specific issues.

The Project Director has maintained communication with Portuguese projects in the Northeast as well as California. Several teams of visitors from the bilingual programs spent a considerable amount of time during the

past year visiting the project and Mr. Piccirilli has been in communication with these projects subsequent to their visits.

The parent interviews conducted during the past Spring were designed to communicate with the parents as well as to gather information.

5. Did the communication system provide a mechanism for a flow of ideas and suggestions from those concerned and interested in the project to the project manager?

Feedback in the form of reports was provided by the evaluator and auditor. Communication from home was via note or telephone when initiated in the home. Specific information needed by the manager from home was obtained by the aides, teachers or the community liaison person.

The"Portuguese Festival" program provided the opportunity for large numbers of community people, staff and administrators to interact in a social setting. Designed as a communication mechanism, this program dealt mainly with the social aspects of the Portuguese culture - dance, song, food and drink. In addition, a Portuguese book display attracted much interest.

6. Was a mechanism established for periodically reviewing and disseminating information about the status of the project?

These mechanisms were referred to earlier in the report. They tend, because of the compactness of the project, i.e., housed under one roof, to be informal; however, formal mechanisms do exist in the form of Advisory Council meeting, Title VII evaluation and audit meetings, and staff meetings. In addition the Applicaiton for Continuation contains information about the status of the project. All Title VII projects received a copy of this as well as appropriate divisions of the LEA, SEA and O.E.

V. Evaluation

1. Were evaluation instruments developed, locally pretested?

The project has used the Murphy-Durrell and the Gates-MacGinitie instruments for several years after pretesting in 1969. These instruments are relevant to the English reading skills which are an important component of the program.

The CRDC - URI has for the past two years been developing and field testing a series of instruments in the areas of Portuguese language readiness and achievement. The achievement tests have been administered to samples of children at the Fox Point School. A report for the 1972-1973 year was prepared and delivered to the Project Director.

2. Were evaluation techniques and instruments determined as an integral part of the performance objective developmental process?

Performance objectives for the 1972-1973 project year were developed by management in concert with the CRDC. Recommendations in earlier portions of this report address the need for more on-route objectives in arithmetic and language arts.

3. Were evaluation findings utilized expeditiously by the project staff in adjusting or modifying program operations to correct problems?

Teacher-made tests were used continuously in formative evaluation. The Cooper-McGuire instruments were valuable in making decisions about instruction and grouping. The results of pretest data analysis were presented to the project director for use in the project.

The teachers were most receptive to the concept of the Cooper-McGuire Tests - individual diagnosis of specific strengths and weaknesses. The teachers indicated that a plan for reducing the amount of paper work in the form of record-keeping would be helpful.

4. Were evaluation responsibilities clearly assigned for process and product evaluation, both instructional and management?

Contracts with the CRDC and Brown University detailed responsibilities.

5. Were evaluation procedures coordinated with the independent educational audit process?

The O.E. procedures establishing evaluation and audit parameters were followed. Several meetings were held between the evaluator and auditor to discuss reports and the project. Communication in writing and via telephone also occurred during the year between the evaluator and auditor.

6. Was technical assistance utilized in the development of evaluation procedures where identified areas of weakness existed?

Professor Nelson Vieira has been increasingly involved during the past project year in the development of curricula materials. The evaluator has attended the in-service and has provided assistance in areas other than evaluation and testing. Mr. Piccirilli plans to hire a full-time Portuguese curriculum writer for the 1973-74 program year.

PARENT QUESTIONNAIRE

A survey of the parents of children enrolled in the Title VII program has been conducted during each program year. An extensive survey of language use was conducted during the 1971-72 program to obtain detailed information regarding the out-of-school language environment.

As in the 1971-72 program year, the interview procedure was utilized with 60 systematically selected families. The interviewers for the current year were a male-female team. The evaluator has employed the team approach successfully in the past when conducting face-to-face interviews in urban environments. In addition to gathering data useful to project management the interview technique as employed allows for dissemination of information about the program to those who request information or who have a less than complete understanding as indicated by their responses. A training seminar was held at which time the interview schedule was examined and procedures designed to elicit responses were discussed and the role of dissemination was discussed.

Six names were selected from each of the 10 classes in the following way:

1. The register was used for names and addresses.
2. The seventh name in each register was the first name selected.
3. Three families were selected from the list of boys and three from the list of girls.
4. If duplications occurred either within classes or between classes, the next name in the register was selected.

This sampling procedure was utilized in order to allow for a meaningful face-to-face interview situation. Other procedures were considered such as telephone and mail. It was decided that the interview would be the most meaningful.

The results of the interviewing are found in Tables 8 and 9.

TABLE 8

PARENT QUESTIONNAIRE ON BILINGUAL EDUCATION

PORTUGUESE-DOMINANT PARENTS

BEST COPY AVAILABLE

1. Husband and/or wife of Portuguese ancestry? (Underline one or both)

   Husband 2 Wife 2 Both 26

2. Why did you want your children to attend the bilingual class? Do you understand the purpose of the bilingual program? Yes 13 No 8
   Both languages 10 Likes the idea 1
   Portuguese languages 16
   English language 3

3. Do you want your child(ren) enrolled in the bilingual class next year?

   Yes 30 No 0

   Why? Both languages 9
   Portuguese languages 10
   English languages 3
   Cultural awareness 2

4. Do you think that it is easier or harder for your children in the bilingual class than it would be in another class?

   1. easier 1
   2. harder 5
   3. about the same 24

   Why

5. What have your children gained from attending bilingual classes?
   Both languages 22 Cultural 1
   Portuguese languages 6
   English language 1

6. What do you hope they will gain?
   Both languages 21 Cultural 1
   Portuguese languages 6 Regular subjects 1
   English languages 1

7. What language do your children speak to you? (Please circle one number.)

   1. Only portuguese 21
   2. Mostly Portuguese 4
   3. Only English 2
   4. Mostly English 1
   5. English and Portuguese equally 2

8. What language do your children speak when they talk to their brothers and sisters?

   1. Only Portuguese 7
   2. Mostly Portuguese 9
   3. Only English 4
   4. Mostly English 7
   5. English and Portuguese equally 3

9. What language do your children speak when they play with their friends outdoors?

   1. Only Portuguese 5
   2. Mostly Portuguese 5
   3. Only English 11
   4. Mostly English 5
   5. English and Portuguese equally 4

10. Have you visited Fox Point for special programs or parent meetings?

    Yes 11 No 19

11. Do you feel that all students should learn another language?

    Yes 30 No 0

12. (If yes to question 11) When do you feel they should begin to learn another language?

    1. Kindergarten 13
    2. Early Elementary 16
    3. Later Elementary 1
    4. Middle School/Junior High 0
    5. Senior High 0

13. Should the Providence School Department provide financial support for such programs?

    Yes 30 No 0 If no,please explain.

TABLE 9

PARENT QUESTIONNAIRE ON BILINGUAL EDUCATION

ENGLISH-DOMINANT PARENTS

1. Husband and/or wife of Portuguese ancestry? (Underline one or both)

   Husband 16 Wife 16 Neither 8

2. Why did you want your children to attend the bilingual class? Do you understand the purpose of the bilingual program? yes 23
   Both languages 11 recommended attendance 4
   Cultural purposes 4
   To keep up their native language 7

3. Do you want your child(ren) enrolled in the bilingual class next year?

   Yes 26 No 1 In doubt 1

   Why?

   Both languages 9
   Cultural purposes 10

4. Do you think that it is easier or harder for your children in the bilingual class than it would be in another class?

   1. easier 5
   2. harder 6
   3. about the same 17

   Why?

5. What have your children gained from attending bilingual classes?
   Both languages 22 To learn English 1
   Cultural purposes 3
   Not much 2

6. What do you hope they will gain?
   Both languages 23 American culture 1
   English languages 3
   Portuguese languages 3

7. What language do your children speak to you? (Please circle one number.)

   1. Only Portuguese 2
   2. Mostly Portuguese 1
   3. Only English 20
   4. Mostly English 4
   5. English and Portuguese equally 2

PARENT QUESTIONNAIRE ON BILINGUAL EDUCATION

8. What language do your children speak when they talk to their brothers and sisters?

   1. Only Portuguese 1
   2. Mostly Portuguese 3
   3. Only English 21
   4. Mostly English 2
   5. English and Portuguese equally 0

9. What language do your children speak when they play with their friends outdoors?

   1. Only Portuguese 1
   2. Mostly Portuguese 0
   3. Only English 22
   4. Mostly English 2
   5. English and Portuguese equally 3

10. Have you visited Fox Point for special programs or parent meetings?

    Yes 17 No 11

11. Do you feel that all students should learn another language?

    Yes 23 No 6 If no, please explain.

12. (If yes to question 11) When do you feel they should begin to learn this language?

    1. Kindergarten 12
    2. Early Elementary 13
    3. Later Elementary 1
    4. Middle School/Junior High 1
    5. Senior High 1

13. Should the Providence School Department provide financial support for such programs?

    Yes 27 No 1 If no, please explain.

    Should be shared equally between the State and Federal Government.

Twenty-eight interviews were completed with English-dominant parents. Two of the families originally selected were not available after several call-backs. Two more families were selected, but a mutually convenient time for the interview could not be arranged.

The responses strongly indicate positive perceptions of the program. A number of parents appear to have an incomplete knowledge of the purposes of bilingual education. This is especially true among the parents of Portuguese-dominant children. Past surveys have indicated that the working schedules of these parents prohibits their attending functions during the school day or during the evening. The development of a Portuguese newsletter as a cooperative staff-student activity should have an impact upon parental awareness. A copy of the second edition is found in the Appendix.

The language used outside of school reflects in general the language dominance of the home. Four Portuguese-dominant parents indicated that only English was used by children when talking to siblings, but eleven parents indicated its use when talking to friends, suggesting that the home plays a greater role in first language maintenance than does the more heterogeneous neighborhood.

All of the Portuguese-dominant parents and 82% of the English-dominant parents indicated that students should learn a second language. The remaining 18% of the English-dominant parents left the decision to the individual.

Of those interviewed (58), 57 stated that a second language should be introduced during the elementary school years. Of this total, 55 felt that the introduction should be no later than the early elementary years.

All but one of those interviewed (57) felt that the Providence School Department should provide financial support for such language programs.

General Impact on Participating Groups

I. Parents

Parent involvement has increased somewhat during the past year. Obtaining on-going parental involvement, especially the Portuguese-dominant parents, has been one of the major tasks undertaken by Mr. Piccirilli. He has implemented several strategies to increase involvement of the non-English speaking parents including making available teachers and aides to act as interpretors at meetings, both formal and informal.

The open house in June was well attended by parents and children. These were activities for all, including teen-agers.

II. Community

While many of the comments regarding parents apply to the community, several newspaper articles dealing with the project reached the larger community of greater Providence.

III. Teachers

During the 1972-73 year the teachers became increasingly involved in curriculum development and assessment of pupil performance. A number of teachers continued their involvement in the in-service program and expanded their professional contact to include teachers from Fall River and Pawtucket. This evaluator accompanied a team visiting the project from Connecticut and observed the teachers interacting with these visitors. The discussion was very stimulating to all and the visitors left with a great deal of practical information for implementing bilingual education programs.

There is no question that the Fox Point bilingual staff has received from the program as much as they have given.

IV. Students

Based upon results of the formative and summative evaluation, the children are progressing both cognitively and affectively at very satisfactory rates overall. The instructional evaluation detailed these results. Field trips brought the children into direct contact with the larger community in very meaningful ways. The development of a park area adjacent to the school in the historic Fox Point harbor area has been an effort of many parents of Fox Point children as well as staff members, including the principal. The realization of this facility will add a new dimension for the children as well as heightening community pride.

V. Educational Institutions

Reference has already been made to the impact of the project on other Title VII projects. The University of Rhode Island and Brown University have continued to be intimately involved in the Providence bilingual program. Rhode Island College has begun to become involved in bilingual education with a thrust provided in the Portuguese materials deposited there.

The evaluator represented the project at the national meeting of Teachers of English to Speakers of Other Languages in May. The evaluator met with other Title VII evaluators, project directors and staff members to discuss both theoretical and applied issues dealing with bilingual education.

Prof. Nelson Vieira and the English Curriculum writer attended a national bilingual conference held at San Diego in April. At this meeting Professor delivered a formal paper dealing with the project.

1972-73 Management Objectives

This section of the Final Report deals with the managment objectives articulated for the 1972-73 program year. Earlier reports have detailed pre-project as well as the first, second and third year of operation. This report deals with management activities from July, 1972 to June, 1973. Activities from July, 1972 to January, 1973 were reported in the Interim Report.

Two significant activities occurred during the period covered by this report:

(1) Implementation of the fifth year classes and

(2) Planning for the sixth year and the attendant extension of the project to the Nathan Bishop Middle School.

As detailed in the Interim Report, the fifth-year program was implemented on schedule and planning was underway for the sixth-year program.

The objectives and evaluation follow:

1. Schedule and implement monthly staff meetings to review evaluation data, current needs and anticipated future needs. Periodically review instructional objectives both on-route and terminal.

This objectives was only partially realized during the 1972-73 year. As mentioned in the Interim Report, several meetings in the Fall were cancelled due to unanticipated conflicts. During the Spring, several meetings were cancelled because the project director was involved in central staff meetings dealing with new programs. Communications with staff members have been continuous and the English curriculum writer assumed some responsibility for calling and chairing meetings at request of the project director. Efforts should continue

to be made in the 1973-74 program year to implement meetings as scheduled. This will be more important, since a portion of the program will operate in another building.

2. Obtain applications and interviews for new positions during the 1972-73 year as well as in anticipation of the 1973-74 program year.

At the time of this writing, the sixth grade position will be filled by the 1972-73 fourth grade teacher. The fourth grade position has been filled by a male teacher, according to the project director.

3. Plan for implementation of the 1972-73 program year in Grade 6 at the area middle school.

Plans have been finalized for the sixth-year program. Ms. Adele Becker was assigned primary responsibility for scheduling meetings and worked with Professor Vieira as well as the 5th and 6th grade teachers in developing the program. The teacher-made curriculum materials are currently being prepared by Miss Gonsolves in the Brown Summer Institute.

4. The Parent Advisory Council will meet periodically to be provided information related to the project as well as to provide the project director and staff with information necessary for maintaining effective school-community relations.

The rescheduled April meeting was devoted to a discussion of the Portuguese Festival, according to the project director. The evaluator was unable to attend.

5. The project director will make arrangements with the Providence Journal-Bulletin for an interview to discuss the project, especially the middle school phase. The project director will make arrangements with Interrobang, the publication of the Rhode Island State Department of Education for an interview focusing upon the educational implications of the bilingual concept.

Newspaper articles dealing with the project have appeared in local newspapers during the 1972-73 program year. In addition, an article focusing on the Providence bilingual program appeared in Materiales en Marcha, a nationally disseminated publication of the Materials Acquisition Project, San Diego, California. At the time of this writing, the State Department of Education publication, Interrobang, has not been contacted.

6. The project director will keep accurate financial records of all project-related expenditures.

This objective was addressed in the Interim Report.

7. The project director will keep accurate records of all visitors to the project during the 1972-73 program year.

This objective was addressed in the Interim Report.

8. The project director will establish procedures for making available to eligible projects the materials acquired during the Summer of 1972 from the Materials Acquisition Project in San Diego, California.

Consisting of approximately 3,000 volumes, the project director has, since the Interim Report, held four one-day workshops designed, in part, to familiarize Portuguese teachers with the materials. Many teachers have borrowed materials for use in their respective programs. During the 1973-74 program year, an assessment should be made to determine the specifics of circulation.

Management Recommendations

Based upon the management evaluation, the majority of management functions operated smoothly during the 1972-73 program year. A decision to move the fourth grade classes to the west wing, joining the fifth grade classes, should further facilitate communication among all building teachers and staff. Planning for the sixth year has been completed and materials are presently being prepared. The recommendations which follow are addressed to areas of perceived weakness during the 1972-73 program year, or to areas of potential weakness during the 1973-74 year.

1. A more detailed description of the responsibilities of the curriculum writers should be articulated.

2. A curriculum clerk should be available on at least a ½-time basis to develop and disseminate curricular materials under the supervision of the curriculum writers.

3. A schedule of staff meetings should be developed prior to the start of school.

4. Greater efforts should be made to plan cooperatively with all involved parties pre and posttesting. Planning should be undertaken as soon as school opens in September.

5. A PERT-type multidimensional management system should be considered. While a number of components of such a system are in operation and can be, in part, considered as contributing to the overall success of the project, growing size and complexity of operation will require such a management system.

Management Monitoring Matrix

Date or Time Interval Prior to start of year

Institutional Variable	Instructional Variable: Organization	Content	Method	Facilities
Student				
Teacher		Project Director to finalize 5th grade program		
Administrator				Two classrooms to be designated for the project
Educational Specialist				
Family				
Community				

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Remarks: Fifth grade program to continue to increase time allotment for English instruction

Administration.....

Evaluator.....

Management Monitoring Matrix

Date or Time Interval Prior to start of year

Institutional Variable	Instructional Variable: Organization	Content	Method	Facilities
Student				
Teacher				
Administrator		secure tests and materials for fifth grade program		
Educational Specialist				
Family				
Community				

Remarks:

Administration.....

Evaluator.....

...ring Matrix — Date or Time Interval August 15, 1972

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Institutional Variable	Instructional Variable: Organization	Content	Method	Facilities
Student				
Teacher				
Administrator	Meeting with evaluator to discuss Evaluation Design and			
Educational Specialist	to discuss the implementation of certain management responsibilities			
Family				
Community				

Remarks: Final decision to be made by September 15 regarding curriculum writer

Administration.....

Evaluator.....

Management Monitoring Matrix

Date or Time Interval August 15, 1973

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Institutional Variable	Instructional Variable: Organization	Content	Method	Facilities
Student				
Teacher				
Administrator	Application distributed for curriculum writer position			
Educational Specialist				
Family				
Community				

Remarks:

Administration.....

Evaluator.....

Date of Time Interval September 12, 1973

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Institutional Variable	Instructional Variable: Organization	Content	Method	Facilities
Student				
Teacher				
Administrator	Coordinate testing schedule in terms of Title I program			Determine space for individual and small group testing
Educational Specialist				
Family				
Community				

Remarks: Revisions made in testing schedule based upon the Title I proposal testing program

Administration.....

Evaluator.....

Date of Time Interval September 12, 1971

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Institutional Variable	Instructional Variable: Organization	Content	Method	Facilities
Student				
Teacher				
Administrator				
Educational Specialist		Professor Vieira to begin process evaluation		
Family				
Community				

Remarks:

Administration.....

Evaluator.....

Management Monitoring Matrix

Date of Time Interval September 15, 1973

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Institutional Variable	Instructional Variable: Organization	Content	Method	Facilities
Student				
Teacher				
Administrator	Schedule staff meetings for 1972-73 program year			
Educational Specialist				
Family				
Community				

Remarks: Tentative schedule formulated

Administration.....

Evaluator

Management Monitoring Matrix

Date o Time Interval September 15, 1973 - October 15, '3

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Institutional Variable	Instructional Variable: Organization	Content	Method	Facilities
Student				
Teacher				
Administrator	Implement testing program			
Educational Specialist				
Family				
Community				

Remarks: Locating space for individual testing a problem on some days

Administration.....

Evaluator

Ma[illegible]gement Monitoring Matrix Date o[illegible]ime Interval September, 1973

Institutional Variable	Instructional Variable: Organization	Content	Method	Facilities
Student				
Teacher				
Administrator	Contact established with Middle School re: 6th grade			
Educational Specialist				
Family				
Community				

Remarks: A meeting was held with Mr. Jones and the plan for the 6th grade program was discussed

Administration.....

Evaluator

Mar nement Monitoring Matrix

Date or 'me Interval October 15, 1972

Institutional Variable	Instructional Variable: Organization	Content	Method	Facilities
Student				
Teacher	Review of Cooper-McGuire testing and			
Administrator	plan for use during current year			
Educational Specialist				
Family				
Community				

Remarks: Evaluator and Project Director met with teachers

Administration.....

Evaluator

Management Monitoring Matrix

Date / Time Interval October, 1972

Institutional Variable	Instructional Variable: Organization	Content	Method	Facilities
Student				
Teacher				
Administrator	Curriculum writer hired for Portuguese program on a ½ time basis			
Educational Specialist				
Family				
Community				

Remarks:

Administration.....

Evaluator

Management Monitoring Matrix

Date or Time Interval On-going

Institutional Variable	Instructional Variable: Organization	Content	Method	Facilities
Student				
Teacher				
Administrator	Project Director to assess quality of the instructional program through observation of classroom performance			
Educational Specialist				
Family				
Community				

Remarks: The Project Director utilized the format for teacher evaluation used by the Providence School Department

Administration.....

Evaluator

Management Monitoring Matrix

Date or Time Interval January, 1973

Institutional Variable	Instructional Variable: Organization	Content	Method	Facilities
Student				
Teacher				
Administrator	Project Director and Curriculum Writer met with Middle School staff to discuss in detail the 6th grade program. Mrs. Becker has assumed primary responsibility for coordinating curriculum development			
Educational Specialist				
Family				
Community				

Remarks:

Administration.....

...nagement Monitoring Matrix Date ... Time Interval February 1973

Institutional Variable	Instructional Variable: Organization	Content	Method	Facilities
Student				
Teacher				
Administrator				Project Director to determine space available for second language testing
Educational Specialist				
Family				
Community				

Remarks:

Administration.....

Evaluator

agement Monitoring Matrix Date Time Interval on-going

Institutional Variable	Instructional Variable: Organization	Content	Method	Facilities
Student				
Teacher				
Administrator	coordinate all components			
Educational Specialist				
Family				
Community				

Remarks:

Administration.....

...agement Monitoring Matrix Date ... Time Interval February, 1973

Institutional Variable	Instructional Variable: Organization	Content	Method	Facilities
Student				
Teacher	Project director, teachers, and English curriculum writer plan			
Administrator	monthly bilingual newspaper			
Educational Specialist	_____ _____ _____			
Family				
Community				

Remarks:

Administration.....

Evaluator.....

...agement Monitoring Matrix Date ... Time Interval February, 1973

Institutional Variable	Instructional Variable: Organization	Content	Method	Facilities
Student				
Teacher		Project director schedules 4 one-day workshops at		
Administrator		Curriculum Resource Center at Rhode Island College		
Educational Specialist				
Family				
Community				

Remarks:

Administration.....

Evaluator.....

N agement Monitoring Matrix

Date (Time Interval February

Institutional Variable	Instructional Variable: Organization	Content	Method	Facilities
Student				
Teacher				
Administrator	spring meeting date established			
Educational Specialist				
Family	for Advisory Council meeting			
Community				

Remarks:

Administration.....

Ma gement Monitoring Matrix Date or ime Interval February 1973

Institutional Variable	Instructional Variable: Organization	Content	Method	Facilities
Student				
Teacher				
Administrator				
Educational Specialist	Interim Evaluation Report delivered to Project Director			
Family				
Community				

Remarks:

Administration.....

Mar ement Monitoring Matrix Date or me Interval March, 1973

Institutional Variable	Instructional Variable: Organization	Content	Method	Facilities
Student				
Teacher			Project Director evaluator and middle school staff meet to	
Administrator			discuss the 6th year program specifically	
Educational Specialist			continuation of bilingual newspaper	
Family				
Community				

Remarks: English Curriculum writer unable to attend due to illness

Administration.....

Mar ement Monitoring Matrix Date or me Interval April, 1973

Institutional Variable	Instructional Variable: Organization	Content	Method	Facilities
Student				
Teacher				
Administrator				Project Director, Curriculum writer and evaluator plan tentative revised posttesting schedule.
Educational Specialist				
Family				
Community				

Remarks: Schedule subject to further revision based upon finalized Title I testing schedule.

Administration.....

Evaluator

Mai ement Monitoring Matrix Date or me Interval April, 1973

Institutional Variable	Instructional Variable: Organization	Content	Method	Facilities
Student				
Teacher				
Administrator	Application for Continuation: Title VII completed			
Educational Specialist				
Family				
Community				

Remarks:

Administration.....

M. .gement Monitoring Matrix Date or ime Interval April, 1973

Institutional Variable		Instructional Variable			
		Organization	Content	Method	Facilities
	Student				
	Teacher				
	Administrator	Tests ordered for posttesting			
	Educational Specialist				
	Family				
	Community				

Remarks:

Administration.....

Evaluator

M. gement Monitoring Matrix Date or Ime Interval April, 1973

Institutional Variable	Instructional Variable: Organization	Content	Method	Facilities
Student				
Teacher				
Administrator				
Educational Specialist				Language Consultant and Curriculum writer to attend National Bilingual/ Bicultural Conference
Family				
Community				

Remarks:

Administration.....

Evaluator.....

nagement Monitoring Matrix Date Time Interval on-going

Institutional Variable	Instructional Variable: Organization	Content	Method	Facilities
Student				
Teacher				
Administrator				
Educational Specialist		monitoring of evaluator and	instruction by Professor Vieira	
Family				
Community				

Remarks:

Administration.....

Evaluator.....

agement Monitoring Matrix Date c Time Interval May, 1973

Institutional Variable	Instructional Variable: Organization	Content	Method	Facilities
Student				
Teacher				
Administrator				
Educational Specialist				
Family	Parental interviews are conducted in the home			
Community				

Remarks:

Administration.....

Evaluator

.agement Monitoring Matrix Date c Time Interval May, 1973

Institutional Variable	Instructional Variable: Organization	Content	Method	Facilities
Student				
Teacher				
Administrator				final plans are completed for Portuguese Festival
Educational Specialist				
Family				
Community				

Remarks:

Administration.....

Evaluator.....

M. .gement Monitoring Matrix Date o. ime Interval June, 1973

Institutional Variable	Instructional Variable: Organization	Content	Method	Facilities
Student				
Teacher				
Administrator	posttesting completed by CRDC			
Educational Specialist				
Family				
Community				

Remarks: Final Schedule for testing delayed 12 days

Administration.....

CURRICULUM RESEARCH AND DEVELOPMENT CENTER

PROJECT ACTIVITY REPORT

This report is intended to provide a continuous documentation of project activities and may include any problem (s) and recommendation (s) related to the evaluation and management of the project.

To: Frank Piccirilli

Project Fox Point Title VII Date February 6,1973

Frequency Bi-weekly Report No. 13

[ ] No change in status from last report.

[ ] The following problems/activities/recommendations are noted for the period covered by this report.

1. Joyce Cooney will assist with the CRDC instruments.

2. Send me the schedule for the Spring Advisory meeting.

Distribution:

[ ] evaluator

[ ] project director

[ ]

Report prepared by:

_____
(signature)

CURRICULUM RESEARCH AND DEVELOPMENT CENTER

PROJECT ACTIVITY REPORT

This report is intended to provide a continuous documentation of project activities and may include any problem (s) and recommendation (s) related to the evaluation and management of the project.

To: Frank Piccirilli

Project Fox Point Title VII Date August 15 1972

Frequency Bi-weekly Report No. 1

[ ] No change in status from last report.

[ ] The following problems/activities/recommendations are noted for the period covered by this report.

1. Botel Reading and Gates-MacGinitie Reading tests ordered; to be sent directly to Fox Point School
2. Final Evaluation Design completed as discussed.
3. What decisions have been made regarding a new curriculum writer?

Distribution:

[ ] evaluator

[ ] project director

[ ] Carl Kaywell

Report prepared by:

_____
(signature)

CURRICULUM RESEARCH AND DEVELOPMENT CENTER

PROJECT ACTIVITY REPORT

This report is intended to provide a continuous documentation of project activities and may include any problem (s) and recommendation (s) related to the evaluation and management of the project.

To: Frank Piccirilli

Project Fox Point Title VII Date August 29, 1972

Frequency Bi-weekly Report No. 2

[X] No change in status from last report.

[ ] The following problems/activities/recommendations are noted for the period covered by this report.

Distribution:

[ ] evaluator

[ ] project director

[ ] Piccirilli

92

Report prepared by:

_____

(signature)

CURRICULUM RESEARCH AND DEVELOPMENT CENTER

PROJECT ACTIVITY REPORT

This report is intended to provide a continuous documentation of project activities and may include any problem (s) and recommendation (s) related to the evaluation and management of the project.

To: Fra nk Piccirilli

Project Fox Point Title VII Date September 12, 1972

Frequency Bi-weekly Report No. 3

[ ] No change in status from last report.

[ ] The following problems/activities/recommendations are noted for the period covered by this report.

1. Need to revise and coordinate the testing schedule in terms of the Title I program. At this time our pretesting overlaps in terms of scheduling and also in terms of instruments (Croft program)
2. The Botel may be used by the Title I progam to determine instructional level.

Distribution:

[ ] evaluator

[ ] project director

[ ] Kliewer

Report prepared by:

93

_____
(signature)

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PROJECT ACTIVITY REPORT

This report is intended to provide a continuous documentation of project activities and may include any problem (s) and recommendation (s) related to the evaluation and management of the project.

To: Frank Piccirilli

Project Fox Point Title VII Date September 26, 1972

Frequency Bi-weekly Report No. 4

[ ] No change in status from last report.

[ ] The following problems/activities/recommendations are noted for the period covered by this report.

1. Mrs. Becker has assisted me in setting up the testing schedule in terms of Title I.
2. A Portuguese-speaking aide will be necessary for testing the Portuguese dominant children in Grade 2.

Distribution:

[ ] evaluator

[ ] project director

[ ] Piccirilli

Report prepared by:

94 _____ (signature)

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PROJECT ACTIVITY REPORT

This report is intended to provide a continuous decumentation of project activities and may include any problem (s) and recommendation (s) related to the evaluation and management of the project.

To: Frank Piccirilli

Project Fox Point Title VII Date October 10, 1972

Frequency Bi-weekly Report No. 5

[ ] No change in status from last report.

[ ] The following problems/activities/recommendations are noted for the period covered by this report.

1. Please schedule a meeting with the aides to train them to administer the Faces instrument.
2. The Cooper-McGuire instruments are being used in all but Grade 5. I spoke with Mrs. Pasley regarding the introduction of sight vocabulary in the Spring to the Portuguese dominant children as a supplement to Total Reading.

Distribution:

[ ] evaluator

[ ] project director

[ ] Mccall

Report prepared by:

_____

(signature)

CURRICULUM RESEARCH AND DEVELOPMENT CENTER

PROJECT ACTIVITY REPORT

This report is intended to provide a continuous documentation of project activities and may include any problem (s) and recommendation (s) related to the evaluation and management of the project.

To: Frank Piccirilli

Project Fox Point Title VII Date October 24, 1972

Frequency Bi-weekly Report No. 6

[X] No change in status from last report.

[ ] The following problems/activities/recommendations are noted for the period covered by this report.

Distribution:

[ ] evaluator

[ ] project director

[ ] Piccirilli

Report prepared by:

_____

(signature)

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PROJECT ACTIVITY REPORT

This report is intended to provide a continuous documentation of project activities and may include any problem (s) and recommendation (s) related to the evaluation and management of the project.

To: Frank Piccirilli

Project Fox Point Title VII Date NOvember 7, 1972

Frequency Bi-weekly Report No. 7

[ ] No change in status from last report.

[ ] The following problems/activities/recommendations are noted for the period covered by this report.

1. A meeting should be scheduled to discuss the relationship of the the Title I program with the Title VII program. Several teachers see a need for the Title I services but are unclear as to the specific nature of the current program.

Distribution:

[ ] evaluator

[ ] project director

[ ] Piccirilli

Report prepared by:

_____

(signature)

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PROJECT ACTIVITY REPORT

This report is intended to provide a continuous documentation of project activities and may include any problem (s) and recommendation (s) related to the evaluation and management of the project.

To: Fra nk Piccirilli

Project Fox Point Title VII Date November 21, 1972

Frequency Bi-weekly Report No. 8

[ ] No change in status from last report.

[ ] The following problems/activities/recommendations are noted for the period covered by this report.

1. Self-concept assessment completed.
2. The Portuguese Achievement Test is being recopied to be compatable with your VTR equipment

Distribution:

[ ] evaluator

[ ] project director

Report prepared by:

_____

(signature)

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PROJECT ACTIVITY REPORT

This report is intended to provide a continuous documentation of project activities and may include any problem (s) and recommendation (s) related to the evaluation and management of the project.

To: Frank Piccirilli

Project Fox Point Title VII Date December 5, 1972

Frequency Bi-weekly Report No. 9

[X] No change in status from last report.

[ ] The following problems/activities/recommendations are noted for the period covered by this report.

Distribution:

[ ] evaluator

[ ] project director

Report prepared by:

_____

(signature)

CURRICULUM RESEARCH AND DEVELOPMENT CENTER

PROJECT ACTIVITY REPORT

This report is intended to provide a continuous documentation of project activities and may include any problem (s) and recommendation (s) related to the evaluation and management of the project.

To: Frank Piccirilli

Project Fox Point Title VII Date December 19, 1972

Frequency Bi-weekly Report No. 10

[ ] No change in status from last report.

[ ] The following problems/activities/recommendations are noted for the period covered by this report.

1. The two new fifth grade teachers should receive some instruction in the use of the Cooper-Mcguire materials as I did with all the teachers last year.

Distribution:

[ ] evaluator

[ ] project director

[ ] Piccirilli

Report prepared by:

_____
(signature)

CURRICULUM RESEARCH AND DEVELOPMENT CENTER

PROJECT ACTIVITY REPORT

This report is intended to provide a continuous documentation of project activities and may include any problem (s) and recommendation (s) related to the evaluation and management of the project.

To: Frank Piccirilli

Project Fox Point Title VII Date January 9, 1973

Frequency Bi-weekly Report No. 11

[X] No change in status from last report.

[ ] The following problems/activities/recommendations are noted for the period covered by this report.

Distribution:

[ ] evaluator

[ ] project director

[ ] Piccirilli

Report prepared by:

_____

(signature)

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PROJECT ACTIVITY REPORT

This report is intended to provide a continuous documentation of project activities and may include any problem (s) and recommendation (s) related to the evaluation and management of the project.

To: Frank Piccirilli

Project Fox Point Title VII Date January 23, 1973

Frequency Bi-weekly Report No. 12

[ ] No change in status from last report.

[ ] The following problems/activities/recommendations are noted for the period covered by this report.

1. Dr. Purnell is ready to implement the testing for test revision purposes. This includes the aptitude tests, readiness tests and achievement tests. A quiet area for individual testing will be necessary.

Distribution:

[ ] evaluator

[ ] project director

[ ] Miranda

Report prepared by:

_____

(signature)

CURRICULUM RESEARCH AND DEVELOPMENT CENTER

PROJECT ACTIVITY REPORT

This report is intended to provide a continuous documentation of project activities and may include any problem (s) and recommendation (s) related to the evaluation and management of the project.

To: Frank Piccirili

Project Fox Point Title VII Date February 20,1973

Frequency bi-weekly Report No. 14

[ ] No change in status from last report.

[ ] The following problems/activities/recommendations are noted for the period covered by this report.

1. Interim Evaluation Report to be ready February 28.

2. Joyce Cooney would prefer to use the stage for all of her testing if possible.

Distribution:

[ ] evaluator

[ ] project director

Report prepared by:

_____
(signature)

CURRICULUM RESEARCH AND DEVELOPMENT CENTER

PROJECT ACTIVITY REPORT

This report is intended to provide a continuous documentation of project activities and may include any problem (s) and recommendation (s) related to the evaluation and management of the project.

To: Frank Piccirille

Project Fox Point Title VII Date March 6, 1973

Frequency bi-weekly Report No. 15

[x] No change in status from last report.

[ ] The following problems/activities/recommendations are noted for the period covered by this report.

Distribution:

[ ] evaluator

[ ] project director

Report prepared by:

_____ (signature)

CURRICULUM RESEARCH AND DEVELOPMENT CENTER

PROJECT ACTIVITY REPORT

This report is intended to provide a continuous documentation of project activities and may include any problem (s) and recommendation (s) related to the evaluation and management of the project.

To: Frank Piccirilli

Project Fox Point Title VII Date March 20, 1973

Frequency bi-weekly Report No. 16

[ ] No change in status from last report.

[ ] The following problems/activities/recommendations are noted for the period covered by this report.

1. Plan a meeting for early April to plan posttesting schedule.

Distribution:

[ ] evaluator

[ ] project director

Report prepared by:

_____

(signature)

CURRICULUM RESEARCH AND DEVELOPMENT CENTER

PROJECT ACTIVITY REPORT

This report is intended to provide a continuous documentation of project activities and may include any problem (s) and recommendation (s) related to the evaluation and management of the project.

To: Frank Piccirilli

Project Fox Point Title VII Date April 3, 1973

Frequency bi-weekly Report No. 17

[X] No change in status from last report.

[ ] The following problems/activities/recommendations are noted for the period covered by this report.

Distribution:

[ ] evaluator

[ ] project director

106

Report prepared by:

_____
(signature)

CURRICULUM RESEARCH AND DEVELOPMENT CENTER

PROJECT ACTIVITY REPORT

This report is intended to provide a continuous documentation of project activities and may include any problem (s) and recommendation (s) related to the evaluation and management of the project.

To: Frank Piccirilli

Project Fox Point Title VII Date April 17, 1973

Frequency bi-weekly Report No. 18

[ ] No change in status from last report.

[ ] The following problems/activities/recommendations are noted for the period covered by this report.

1. Posttests should be ordered from Teachers College Press. See attached list for levels and forms.

2. I met with Adele Becker regarding a tentative final testing schedule.

Distribution:

[ ] evaluator

[ ] project director

Report prepared by:

_____
(signature)

CURRICULUM RESEARCH AND DEVELOPMENT CENTER

PROJECT ACTIVITY REPORT

This report is intended to provide a continuous documentation of project activities and may include any problem (s) and recommendation (s) related to the evaluation and management of the project.

To: Frank Piccirilli

Project Fox Point Title VII Date May 1, 1973

Frequency bi-weekly Report No. 19

[ ] No change in status from last report.

[ ] The following problems/activities/recommendations are noted for the period covered by this report.

1. The parental interview forms will be given to the team shortly. Interviews will be conducted in late afternoons and evenings.

2. The final list of names has been selected from the registers.

Distribution:

[ ] evaluator 108

[ ] project director

Report prepared by:

_____
(signature)

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PROJECT ACTIVITY REPORT

This report is intended to provide a continuous documentation of project activities and may include any problem (s) and recommendation (s) related to the evaluation and management of the project.

To: Frank Piccirilli

Project Fox Point Title VII Date May 15, 1973

Frequency bi-weekly Report No. 20

[ ] No change in status from last report.

[ ] The following problems/activities/recommendations are noted for the period covered by this report.

1. I met with the reading teachers and Mrs. Becker. Posttesting will be delayed until state testing and Title I testing is completed.

2. The Teacher Survey forms have been distributed with a return envelope.

Distribution:

[ ] evaluator

[ ] project director

Report prepared by:

_____

(signature)

CURRICULUM RESEARCH AND DEVELOPMENT CENTER

PROJECT ACTIVITY REPORT

This report is intended to provide a continuous documentation of project activities and may include any problem (s) and recommendation (s) related to the evaluation and management of the project.

To: Frank Piccirilli

Project Fox Point Title VII Date May 29, 1973

Frequency bi-weekly Report No. 21

[ ] No change in status from last report.

[ ] The following problems/activities/recommendations are noted for the period covered by this report.

1. Posttesting has begun. The self-concept and attitudes measure has been completed.

2. Parental interviews completed.

Distribution:

[ ] evaluator

[ ] project director

Report prepared by:

_____

(signature)

CURRICULUM RESEARCH AND DEVELOPMENT CENTER

PROJECT ACTIVITY REPORT

This report is intended to provide a continuous documentation of project activities and may include any problem (s) and recommendation (s) related to the evaluation and management of the project.

To: Frank Piccirilli

Project Fox Point Title VII Date June 12, 1973

Frequency bi-weekly Report No. 22

[ ] No change in status from last report.

[ ] The following problems/activities/recommendations are noted for the period covered by this report.

1. Posttesting is completed except for the remaining absentees.
2. All but one teacher survey form has been returned.

Distribution:

[ ] evaluator

[ ] project director

Report prepared by:

_____

(signature)

APPENDIX A

Self-Concept and Attitude Inventories

1. I'm glad I am me.
2. I never worry about anything.
3. I find it easy to talk in front of the class.
4. I am glad I am my age.
5. I'm a lot of fun to play with.
6. I usually do things the right way.
7. Most other kids like me.
8. I'm doing the best work that I can.
9. I like to answer questions in class.
10. I can usually do my school work.
11. I am smarter that most kids.
12. Most teachers like me.
13. New things are easy for me to understand.
14. I try very hard to finish things.
15. Other people usually like my ideas.

FACES

Pupils will need a pencil. Have them put their name and grade at the top of the paper. Say, "I would like to know how you feel about school and some things that happen in school. I am going to read 18 sentences and I want you to put an 'X' on the face that shows how you feel about what the sentence says." Explain the happy face and the sad face as representing good (happy) and bad (sad) feelings. Phrases that appear in parentheses should be included when the student is bilingual. All sentences should be introduced with the following phrase:

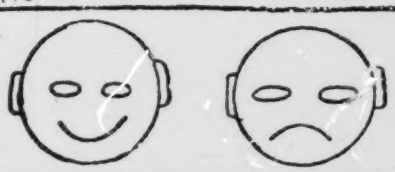
"Mark the face that shows how you feel about . . ."

1. getting up in the morning to go to school."
2. reading books (written in English)."
3. doing school work."
4. reading to other people."
5. working with students in your school."
6. taking school work home."
7. someday going to college."
8. getting extra help with school work."
9. going to school in the summer."
10. doing arithmetic or mathematical problems."
11. taking tests in school."
12. listening to teachers talk (in English)."
13. answering questions in school."
14. doing school work all by yourself."
15. writing stories (in English)."
16. most of the students in your school."
17. having stories read to you (in English)."
18. leaving school and getting a job."
19. reading books in Portuguese."
20. listening to teachers talk in Portuguese."
21. writing stories in Portuguese."
22. having stories read to you in Portuguese."

BEST COPY AVAILABLE

YES	NO
YES	NO
YES	NO
YES	NO
YES	NO
YES	NO
YES	NO
YES	NO
YES	NO
YES	NO
YES	NO
YES	NO
YES	NO
YES	NO
YES	NO
YES	NO
YES	NO

NAME _____ SEX ____ GRADE ____

1 

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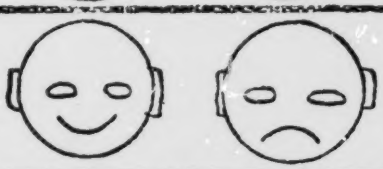
5 

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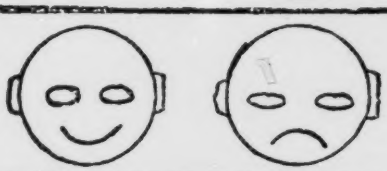
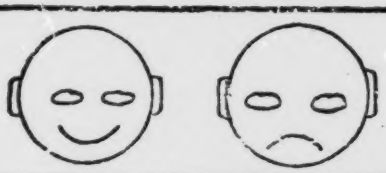
7 

8 

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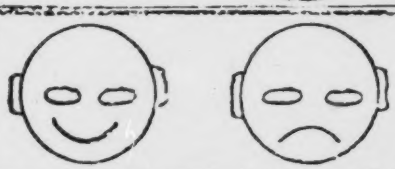
10 

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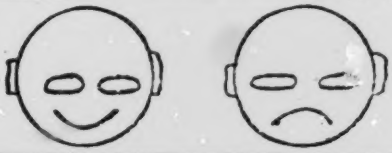
12 

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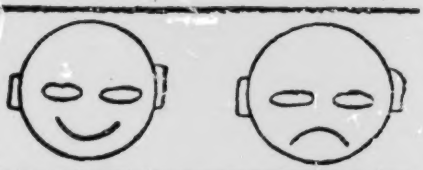
14 

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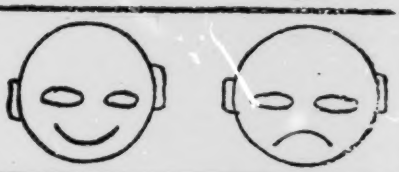
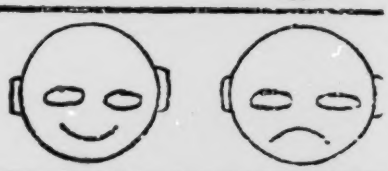
16 

17 

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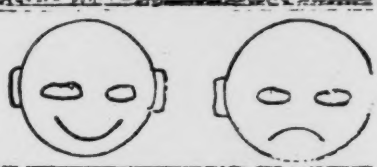
19 

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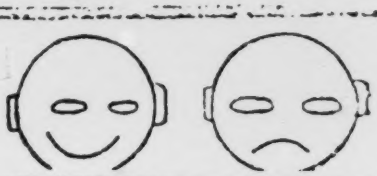
22 

APPENDIX B

Pre and Posttest Results for the Cooper-McGuire

GRADE 1 ENGLISH DOMINANT

R1 Given groups of four letters, the learner will be able to select and mark the letter he hears with 80% accuracy.

Number Correct	Number of Children		Number Correct	Number of Children	
	Pre	Post		Pre	Post
26/26	12	22	25/26	2	2
24/26	3	3	23/26	3	0
21/26	2	1	20/26	4	1
1/26	2				

R2 The learner will be able to write the letters of the alphabet in scrambled order, as dictated by the teacher with 80% accuracy.

Number Correct	Number of Children		Number Correct	Number of Children	
	Pre	Post		Pre	Post
26/26	2	14	25/26	2	2
23/26	4	4	22/26	1	1
21/26	1		20/26	1	
0/26	17				

(No data was available for seven students)

R3 Given three pictures whose names begin with different sounds, the learner will be able to mark the one beginning with the same sound as two dictated words with 80% accuracy.

Number Correct	Number of Children		Number Correct	Number of Children	
	Pre	Post		Pre	Post
100%	17	26	90%	6	0
80%	1	0	70%	2	0

R4 When the teacher says the separate elements of a word, the learner will be able to blend them and say the word with 80% accuracy.

Number Correct	Number of Children		Number Correct	Number of Children	
	Pre	Post		Pre	Post
100%	11	12	80%	6	3
90%	0	2			
60%	2	0	40%	1	0
0%	2	0			

(No data was available for five students)

R5 Given four choices, the learner will be able to mark the word that is the same as the first word with 80% accuracy.

Number Correct	Number of Children		Number Correct	Number of Children	
	Pre	Post		Pre	Post
100%	21	25	80%	4	1
60%	1				

P1 The learner will be able to recognize the consonant corresponding to the sound he hears at the beginning of two dictated words with 80% accuracy.

Number Correct	Number of Children		Number Correct	Number of Children	
	Pre	Post		Pre	Post
Part 1 - 10/10	16	17	9/10	3	4
8/10	1	0	7/10	1	0
	Pre	Post		Pre	Post
Part 2 - 10/10	13	17	9/10	4	4
8/10	3	0	6/10	1	0

P2 The learner will be able to recall the sound of a given consonant and match it to a picture beginning with the same sound with 80% accuracy.

Number Correct	Number of Children		Number Correct	Number of Children	
	Pre	Post		Pre	Post
Part 1 - 12/12	18	22	10/12	3	0
9/12	1	0			
	Pre	Post		Pre	Post
Part 2 - 12/12	16	21	10/12	1	1
8/12	2	0	11/12	2	0
9/12	1	0			

P3 The learner will be able to make new words by substituting initial consonant sounds in known words with 80% accuracy.

	Number Correct	Number of Children Pre	Post	Number Correct	Number of Children Pre	Post
Part 1 -	12/12	15	22	11/12	4	0
	10/12	2	0	8/12	1	0
Part 2 -	12/12	16	21	11/12	1	0
	9/12	1	0	7/12	1	0
	5/12	1	0	0/12	1	0

P5 The learner will be able to recognize the consonant corresponding to the sound he hears at the end of two dictated words with 80% accuracy.

	Number Correct	Number of Children		Number Correct	Number of Children	
Part 1 -	10/10	8	14	9/10	4	4
	8/10	3	2	7/10	3	1
	6/10	2	0	5/10	2	2
	3/10	1	0			
Part 2 -	6/6	13	19	5/6	6	3
	4/6	0	1			
	3/6	5	3	2/6	1	0
	0/6	1	0			

P6 The learner will be able to indicate whether a given consonant sound is heard at the beginning, middle, or end of a dictated word with 80% accuracy.

Number Correct	Number of Children Pre	Post	Number Correct	Number of Children Pre	Post
100%	5	14	90%	4	5
80%	4	4	70%	3	0
60%	5	0	50%	2	0

GRADE 2 ENGLISH DOMINANT

R1 Given groups of four letters, the learner will be able to select and mark the letter he hears with 80% accuracy.

Number Correct	Number of Children		Number Correct	Number of Children	
	Pre	Post		Pre	Post
26/26	6	7	24/26	1	1
21/26	1	0			

R2 The learner will be able to write the letters of the alphabet in scrambled order, as dictated by the teacher with 80% accuracy.

Number Correct	Number of Children		Number Correct	Number of Children	
	Pre	Post		Pre	Post
26/26	1	6	25/26	1	0
24/26	1	0	20/26	1	0
18/26	1	0	17/26	1	0
0/26	1	1			

R3 Given three pictures whose names begin with different sounds, the learner will be able to mark the one beginning with the same sound as two dictated words with 80% accuracy.

Number Correct	Number of Children		Number Correct	Number of Children	
	Pre	Post		Pre	Post
100%	4	7	90%	2	0
80%	1	0			

R4 When the teacher says the separate sound elements of a word, the learner will be able to blend them and say the word with 80% accuracy.

Number Correct	Number of Children		Number Correct	Number of Children	
	Pre	Post		Pre	Post
100%	5	7	80%	2	0

R5 Given four choices, the learner will be able to mark the word that is the same as the first word with 80% accuracy.

Number Correct	Number of Children		Number Correct	Number of Children	
	Pre	Post		Pre	Post
100%	3	6	80%	3	1
40%	1	0			

P1 The learner will be able to recognize the consonant corresponding to the sound he hears at the beginning of two dictated words with 80% accuracy.

Number Correct	Number of Children Pre	Post	Number Correct	Number of Children Pre	Post
Part 1 - 10/10	16	20	9/10	4	1
			8/10	0	1
7/10	1	0	1/10	1	0
Part 2 - 10/10	20	22	8/10	2	0

P2 The learner will be able to recall the sound of a given consonant and match it to a picture beginning with the same sound with 80% accuracy.

Number Correct	Number of Children Pre	Post	Number Correct	Number of Children Pre	Post
Part 1 - 10/10	17	20	8/10	3	4
9/10	0	1			
7/10	3	0	4/10	1	0
3/10	1	0			
Part 2 - 10/10	14	18	9/10	3	3
8/10	2	0	7/10	1	0
5/10	1	0			

P3 The learner will be able to make new words by substituting initial consonant sounds in known words with 80% accuracy.

Number Correct	Number of Children Pre	Post	Number Correct	Number of Children Pre	Post
Part 1 - 10/10	17	18	9/10	1	2
8/10	2	0			
Part 2 - 10/10	16	20	9/10	2	2
8/10	1	0	7/10	1	0
6/10	1	0	5/10	1	0

P4 The learner will be able to use the context plus the initial consonant sound to figure out unknown words with 80% accuracy.

Number Correct	Number of Children Pre	Post	Number Correct	Number of Children Pre	Post
Part 1 - 100%	16	16			
Part 2 - 100%	5	9	80%	6	5
60%	4	0	40%	1	0

(No data available for two children)

P5 The learner will be able to recognize the consonant corresponding to the sound he hears at the end of two dictated words with 80% accuracy.

Number Correct	Number of Children Pre	Post	Number Correct	Number of Children Pre	Post
Part 1 - 10/10	10	13	9/10	2	2
8/10	2	1	4/10	1	0
3/10	1	0			
Part 2 - 6/6	15	16	4/6	1	0
5/6	0	1			
3/6	1	0			

P6 The learner will be able to indicate whether a given consonant sound is heard at the beginning, middle, or end of a dictated word with 80% accuracy.

Number Correct	Number of Children Pre	Post	Number Correct	Number of Children Pre	Post
100%	9	12	90%	3	2
80%	2	2	60%	1	0
40%	1	0			

GRADE 3 ENGLISH DOMINANT

R1. Given groups of four letters, the learner will be able to select and mark the letter he hears with 80% accuracy.

Number Correct	Number of Children Pre	Number Correct	Number of Children Post
26/26	1		1

R2. The learner will be able to write the letters of the alphabet in scrambled order, as dictated by the teacher with 80% accuracy.

Number Correct	Number of Children Pre	Number Correct	Number of Children Post
24/26	1		1

R3. Given three pictures whose names begin with different sounds, the learner will be able to mark the one beginning with the same sound as two dictated words with 80% accuracy.

Number Correct	Number of Children Pre	Number Correct	Number of Children Post
100%	1		1

R4. When the teacher says the separate sound elements of a word, the learner will be able to blend them and say the word with 80% accuracy.

Number Correct	Number of Children Pre	Number Correct	Number of Children Post
70%	1		1

R5. Given four choices, the learner will be able to mark the word that is the same as the first word with 80% accuracy.

Number Correct	Number of Children Pre	Number Correct	Number of Children Post
100%	1		1

P1. The learner will be able to recognize the consonant corresponding to the sound he hears at the beginning of two dictated words with 80% accuracy.

	Number Correct	Number of Children Pre	Post	Number Correct	Number of Children Pre	Post
PART 1 -	10/10	7	7	7/10	1	0
	9/10	0	1			
		Pre	Post		Pre	Post
PART 2 -	10/10	7	8	9/10	1	0

P2. The learner will be able to recall the sound of a given consonant and match it to a picture beginning with the same sound with 80% accuracy.

	Number Correct	Number of Children Pre	Number of Children Post	Number Correct	Number of Children Pre	Number of Children Post
PART 1 -	12/12	7	8			
PART 2 -	12/12	6	7	11/12	1	0
	10/12	1	0			

P3. The learner will be able to make new words by substituting initial consonant sounds in known words with 80% accuracy.

	Number Correct	Number of Children Pre	Number of Children Post	Number Correct	Number of Children Pre	Number of Children Post
PART 1 -	12/12	10	12	10/12	1	0
	8/12	1	0			
PART 2 -	12/12	8	9	10/12	2	0
	11/12	0	1			

P4. The learner will be able to use the context plus the initial consonant sound to figure out unknown words with 80% accuracy.

	Number Correct	Number of Children Pre	Number of Children Post	Number Correct	Number of Children Pre	Number of Children Post
PART 1 -	100%	8	9	80%	1	1
	40%	1	0			
PART 2 -	100%	3	7	80%	1	1
	90%	0	1			
	70%	4	0	40%	1	0

P5. The learner will be able to recognize the consonant corresponding to the sound he hears at the end of two dictated words with 80% accuracy.

	Number Correct	Number of Children Pre	Number of Children Post	Number Correct	Number of Children Pre	Number of Children Post
PART 1 -	10/10	7	8	3/10	1	0
PART 2 -	6/10	7	1	2/10	1	0
	10/10	0	3	8/10	0	4

P6. The learner will be able to indicate whether a given consonant sound is heard at the beginning, middle, or end of a dictated word with 80% accuracy.

Number Correct	Number of Children Pre	Post	Number Correct	Number of Children Pre	Post
100%	4	9	90%	5	3
80%	2	1	70%	2	1
50%	1	0			

P7. The learner will be able to recognize the consonant blend or digraph he hears at the beginning of two dictated words with 80% accuracy.

	Number Correct	Number of Children Pre	Post	Number Correct	Number of Children Pre	Post
PART 1 -	20/20	4	7	19/20	4	2
	18/20	0	1			
	17/20	2	0			

PART 2 -	14/14	1	3	13/14	3	2
	12/14	1	1	8/14	1	0

P8. The learner will be able to make new words by substituting initial consonant blends and digraphs in known words with 80% accuracy.

Number Correct	Number of Children Pre	Post	Number Correct	Number of Children Pre	Post
31/32	2	3	30/32	2	4
29/32	2	2	28/32	3	1
26/32	1	0	24/32	2	1
24/32	2	0	22/32	1	0
20/32	1	0	19/32	1	0
16/32	1	0	32/32	0	6

P9. The learner will be able to recognize the consonant blend or digraph he hears at the end of two dictated words with 80% accuracy.

Number Correct	Number of Children Pre	Post	Number Correct	Number of Children Pre	Post
16/16	10	13	15/16	5	3
14/16	0	2			
13/16	2	0	11/16	1	0

P10. The learner will be able to recognize and write the vowel he hears in a dictated word with 80% accuracy.

Number Correct	Number of Children Pre	Post	Number Correct	Number of Children Pre	Post
19/20	1	3	18/20	2	2
20/20	0	5			
16/20	1		15/20	3	0
13/20	1	0	12/20	1	0
11/20	1	0			

P11. The learner will be able to differentiate between the long and short vowel sounds with 80% accuracy.

Number Correct	Number of Children Pre	Post	Number Correct	Number of Children Pre	Post
10/10	1	3	9/10	2	3
			7/10	0	1
5/10	1	2	3/10	2	
6/10	0	1			
2/10	1		1/10	1	

S1. The learner will be able to identify the simple endings that denote tense (ed, ing), number (s, es), person (s, es), possession ('s), and comparison (er, est) when inflected forms of words are dictated with 80% accuracy.

Number Correct	Number of Children Pre	Post	Number Correct	Number of Children Pre	Post
10/10	5	7	9/10	1	3
8/10	2	0			

GRADE 3 PORTUGUESE DOMINANT

R1 Given groups of four letters, the learner will be able to select and mark the letter he hears with 80% accuracy.

Number Correct	Number of Children		Number Correct	Number of Children	
	Pre	Post		Pre	Post
26/26	4	6	25/26	1	2
24/26	0	1			
23/26	2	0	22/26	2	0
21/26	1	1			

R2 The learner will be able to write the letters of the alphabet in scrambled order, as dictated by the teacher with 80% accuracy.

Number Correct	Number of Children		Number Correct	Number of Children	
	Pre	Post		Pre	Post
26/26	2	5	24/26	1	1
25/26	0	1			
23/26	1	1	20/26	1	2
18/26	2	0	13/26	2	0
8/26	1	0			

R3 Given three pictures whose names begin with different sounds, the learner will be able to mark the one beginning with the same sound as two dictated words with 80% accuracy.

Number Correct	Number of Children		Number Correct	Number of Children
	Pre	Post		
100%	1	1		

R4 When the teacher says the separate sound elements of a word, the learner will be able to blend them and say the word with 80% accuracy.

Number Correct	Number of Children		Number Correct	Number of Children	
	Pre	Post		Pre	Post
100%	3	5	80%	2	3
60%	4	2	40%	1	
0%	1				

R5 Given four choices, the learner will be able to mark the word that is the same as the first word with 80% accuracy.

Number Correct	Number of Children		Number Correct	Number of Children
	Pre	Post		
100%	1	1		

P1 The learner will be able to recognize the consonant corresponding to the sound he hears at the beginning of two dictated words with 80% accuracy.

Number Correct	Number of Children Pre	Post	Number Correct	Number of Children Pre	Post
Part 1 - 10/10	9	11	9/10	1	3
8/10	1	1	7/10	2	0
6/10	1	0	3/10	1	0
Part 2 - 10/10	Pre 16	Post 19	9/10	Pre 4	Post 2
8/10	2	1			

(No data available for one student)

P2 The learner will be able to recall the sound of a given consonant and match it to a picture beginning with the same sound with 80% accuracy.

Number Correct	Number of Children Pre	Post	Number Correct	Number of Children Pre	Post
Part 1 - 12/12	8	9	11/12	2	1
10/12	1				

(No data available for one student)

	Pre	Post		Pre	Post
Part 2 - 12/12	5	7	10/12	2	2
11/12	0	1			
9/12	2	0	8/12	1	0

P3 The learner will be able to make new words by substituting initial consonant sounds in known words with 80% accuracy.

Number Correct	Number of Children Pre	Post	Number Correct	Number of Children Pre	Post
Part 1 - 12/12	11	12	8/12	1	0
	Pre	Post		Pre	Post
Part 2 - 12/12	8	9	11/12	2	1

P4 The learner will be able to use the context plus the initial consonant sound to figure out unknown words with 80% accuracy.

Number Correct	Number of Children Pre	Post	Number Correct	Number of Children Pre	Post
Part 1 - 100%	8	8	80%	2	3
60%	1	0			
	Pre	Post		Pre	Post
Part 2 - 100%	5	8	80%	2	0
60%	1	0			

P5 The learner will be able to recognize the consonant corresponding to the sound he hears at the end of two dictated words with 80% accuracy.

Number Correct	Number of Children Pre	Post	Number Correct	Number of Children Pre	Post
Part 1 - 10/10	10	10			
Part 2 - 10/10	11	11			

P6 The learner will be able to indicate whether a given consonant sound is heard at the beginning, middle, or end of a dictated word with 80% accuracy.

Number Correct	Number of Children Pre	Post	Number Correct	Number of Children Pre	Post
100%	3	7	90%	1	3
80%	4	1	70%	1	1
60%	1	0	50%	1	0
30%	1	0			

P7 The learner will be able to recognize the consonant blend or digraph he hears at the beginning of two dictated words with 80% accuracy.

Number Correct	Number of Children PRe	Post	Number Correct	Number of Children Pre	Post
Part 1 - 20/20	3	5	19/20	5	3
18/20	1	2	17/20	1	
Part 2 - 14/14	Pre 5	Post 7	9/14	Pre 1	Post 0
12/14	0	1			
7/14	1	0	1/14	1	0

P8 The learner will be able to make new words by substituting initial consonant blends and digraphs in known words with 80% accuracy.

Number Correct	Number of Children Pre	Post	Number Correct	Number of Children Pre	Post
32/32	1	4	31/32	1	3
30/32	0	3			
29/32	1	0	28/32	2	0
24/32	3	0	22/32	1	0
20/32	1	0			

P9 The learner will be able to recognize the consonant blend or digraph he hears at the end of two dictated words with 80% accuracy.

Number Correct	Number of Children		Number Correct	Number of Children	
	Pre	Post		Pre	Post
16/16	1	7	15/16	6	2
14/16	2	0			

P10 The learner will be able to recognize and write the vowel he hears in a dictated word with 80% accuracy

Number Correct	Number of Children		Number Correct	Number of Children	
	Pre	Post		Pre	Post
17/20	1	2	15/20	2	
20/20	0	4	18/20	0	3
14/20	1		13/20	1	0
11/20	1	0	8/20	2	0

S1 The learner will be able to identify the simple endings that denote tense (ed, ing), number (s, es), person (s, es), possession ('s), and comparison (er, est) when inflected forms of words are dictated with 80% accuracy.

Number Correct	Number of Children		Number Correct	Number of Children	
	Pre	Post		Pre	Post
10/10	8	9	9/10	3	2

S2 The learner will be able to identify the root word in an inflected form (having an ending) or in a derived form (having a prefix or suffix) with 80% accuracy.

Number Correct	Number of Children		Number Correct	Number of Children	
Part 1 -					
	Pre	Post		Pre	Post
Part 2 - 90%	1	1	80%	2	3
100%	0	4			
70%	1	1	60%	1	0
50%	3	0	20%	1	0

GRADE 4 PORTUGUESE DOMINANT

R1 Given groups of four letters, the learner will be able to select and mark the letter he hears with 80% accuracy.

Number Correct	Number of Children Pre	Post	Number Correct	Number of Children Pre	Post
26/26	12	16	25/26	3	2
24/26	3	0			

R2 The learner will be able to write the letters of the alphabet in scrambled order, as dictated by the teacher with 80% accuracy.

Number Correct	Number of Children Pre	Post	Number Correct	Number of Children Pre	Post
26/26	7	13	25/26	2	0
24/26	1	4	23/26	1	0
19/26	2	1	18/26	1	0
17/26	1	0	16/26	2	0
15/26	1	0			

R3 Given three pictures whose names begin with different sounds, the learner will be able to mark the one beginning with the same sound as two dictated words with 80% accuracy.

Number Correct	Number of Children Pre	Post	Number Correct	Number of Children Pre	Post
100%	12	13	90%	2	2
80%	2	0	60%	1	0

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R4 When the teacher says the separate sound elements of a word, the learner will be able to blend them and say the word with 80% accuracy.

Number Correct	Number of Children Pre	Post	Number Correct	Number of Children Pre	Post
100%	3	6	80%	4	0

R5 Given four choices, the learner will be able to mark the word that is the same as the first word with 80% accuracy.

Number Correct	Number of Children Pre	Post	Number Correct	Number of Children Pre	Post
100%	6	7	80%	1	0

P1 The learner will be able to recognize the consonant corresponding to the sound he hears at the beginning of two dictated words with 80% accuracy.

	Number Correct	Number of Children Pre	Post	Number Correct	Number of Children Pre	Post
PART 1 -	10/10	1	3	9/10	2	0
	7/10	1				1
PART 2 -	9/10	4	7	8/10	1	0
	10/10	0	4			

P2 The learner will be able to recall the sound of a given consonant and match it to a picture beginning with the same sound with 80% accuracy.

	Number Correct	Number of Children Pre	Post	Number Correct	Number of Children Pre	Post
PART 1 -	12/12	3	4	10/12	1	0
	9/12	1	0	11/12	0	1
PART 2 -	12/12	3	3	7/12	1	0
	10/12	0	1			

P3 The learner will be able to make new words by substituting initial consonant sounds in known words with 80% accuracy.

	Number Correct	Number of Children Pre	Post	Number Correct	Number of Children Pre	Post
PART 1 -	12/12	4	4			
PART 2 -	12/12	3	7	11/12	2	2
	10/12	1	0	8/12	3	0

P4 The learner will be able to use the context plus the initial consonant sound to figure out unknown words with 80% accuracy.

	Number Correct	Number of Children Pre	Post	Number Correct	Number of Children Pre	Post
PART 1 -	100%	16	16	60%	1	0
				80%	0	1
PART 2 -	100%	14	17	80%	3	0

P5 The learner will be able to recognize the consonant corresponding to the sound he hears at the end of two dictated words with 80% accuracy.

	Number Correct	Number of Children Pre	Post	Number Correct	Number of Children Pre	Post
PART 1 -	10/10	13	15	9/10	2	1
	8/10	1	0	4/10	1	0
(No data was available for one student)						
PART 2 -	6/6	13	14	5/6	3	1

P6 The learner will be able to indicate whether a given consonant sound is heard at the beginning, middle, or end of a dictated word with 80% accuracy.

Number Correct	Number of Children Pre	Post	Number Correct	Number of Children Pre	Post
100%	1	9	90%	3	0
80%	5	6	70%	4	0
60%	2	1	10%	1	0

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P7 The learner will be able to recognize the consonant blend or digraph he hears at the beginning of two dictated words with 80% accuracy.

	Number Correct	Number of Children Pre	Post	Number Correct	Number of Children Pre	Post
PART 1 -	19/20	4	1	18/20	1	2
	12/20	1	0	6/20	1	0
	0/20	1	0	20/20	0	5
PART 2 -	14/14	1	4	13/14	1	2
	11/14	1	0	9/14	1	0
	6/14	1	0	1/14	1	0

P10 The learner will be able to recognize and write the vowel he hears in a dictated word with 80% accuracy.

Number Correct	Number of Children Pre	Post	Number Correct	Number of Children Pre	Post
20/20	2	11	19/20	1	0
19/20	0	1			
18/20	2	3	17/20	2	0
16/20	1	1	15/20	2	0
14/20	2	0	12/20	1	0
11/20	1	0	9/20	2	0

P11 The learner will be able to differentiate between the long and short vowel sounds with 80% accuracy.

Number Correct	Number of Children Pre	Post	Number Correct	Number of Children Pre	Post
10/10	5	9	9/10	1	5
8/10		3			
7/10	1	0	6/10	2	0
5/10	1	0	4/10	4	0
3/10	1	0	2/10	1	0
1/10	1	0			

P12 The learner will be able to identify the vowel heard and record whether its sound is long, short, or r-controlled with 80% accuracy.

Number Correct	Number of Children Pre	Post	Number Correct	Number of Children Pre	Post
14/15	1	3	13/15	6	1
12/15	1	2	11/15	1	0
10/15	1	0	9/15	1	0
8/15	1	0	7/15	3	0
6/15	2	0	15/15	0	11

S1 The learner will be able to identify the simple endings that denote tense (ed, ing), number (s, es), person (s, es), possession ('s), and comparison (er, est) when inflected forms of words are dictated with 80% accuracy.

Number Correct	Number of Children Pre	Post	Number Correct	Number of Children Pre	Post
10/10	5	11	9/10	4	3
7/10	1	0	6/10	1	0
2/10	1	0	8/10	0	2

S2 The learner will be able to identify the root word in an inflected form (having an ending) or in a derived form (having a prefix or suffix) with 80% accuracy

	Number Correct	Number of Children Pre	Post	Number Correct	Number of Children Pre	Post
PART 1 -	100%	7	11	90%	5	4
	80%	3	3	70%	2	0
	60%	1	0			
PART 2 -	100%	7				

S3 The learner will be able to divide a compound word into its component parts with 80% accuracy.

Number Correct	Number of Children Pre	Post	Number Correct	Number of Children Pre	Post
100%	12	13	90%	2	4
80%	1	1	70%	1	0
60%	1	0	30%	1	0

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S4 The learner will be able to write the two words for which a contraction stands with 80% accuracy.

Number Correct	Number of Children		Number Correct	Number of Children	
	Pre	Post		Pre	Post
100%	4	9	90%	4	5
80%	1	2	70%	2	0
60%	1	0	40%	1	0
10%	2	0			

(No data was available for one student)

S7 The learner will be able to indicate the number of syllables heard in a word by counting the vowel sounds with 80% accuracy.

Number Correct	Number of Children		Number Correct	Number of Children	
	Pre	Post		Pre	Post
100%	7	12	95%	2	1'
90%	2	3	75%	1	0
70%	1	0	45%	1	0
40%	1	0	25%	1	0

GRADE 4 ENGLISH DOMINANT

P1 The learner will be able to recognize the consonant corresponding to the sound he hears at the beginning of two dictated words with 80% accuracy.

Number Correct	Number of Children Pre	Post	Number Correct	Number of Children Pre	Post
Part 1 - 10/10	12	12			
Part 2 - 10/10	2	2			

P2 The learner will be able to recall the sound of a given consonant and match it to a picture beginning with the same sound with 80% accuracy.

Number Correct	Number of Children Pre	Post	Number Correct	Number of Children Pre	Post
Part 1 - 10/10	11	11			
Part 2 - 10/10	11	11			

P3 The learner will be able to make new words by substituting initial consonant sounds in known words with 80% accuracy.

Number Correct	Number of Children Pre	Post	Number Correct	Number of Children Pre	Post
Part 1 - 10/10	15	15			
Part 2 - 10/10	15	15			

P4 The learner will be able to use the context plus the initial consonant sound to figure out unknown words with 80% accuracy.

Number Correct	Number of Children Pre	Post	Number Correct	Number of Children Pre	Post
Part 1 - 100%	15	15			
Part 2 - 100%	11	14	80%	3	1
60%	1	0			

P5 The learner will be able to recognize the consonant corresponding to the sound he hears at the end of two dictated words with 80% accuracy.

Number Correct	Number of Children Pre	Post	Number Correct	Number of Children Pre	Post
Part 1 - 10/10	10	11	9/10	1	3
8/10	1	0	7/10	2	0

P6 The learner will be able to indicate whether a given consonant sound is heard at the beginning, middle, or end of a dictated word with 80% accuracy.

Number Correct	Number of Children		Number Correct	Number of Children	
	Pre	Post		Pre	Post
100%	7	12	90%	4	3
80%	3	0	60%	1	0

P7 The learner will be able to recognize the consonant blend or digraph he hears at the beginning of two dictated words with 80% accuracy.

Number Correct	Number of Children		Number Correct	Number of Children	
	Pre	Post		Pre	Post
Part 1 - 20/20	3	7	19/20	3	3
18/20	1	2	17/20	3	0
15/20	1	0	12/20	1	0
	Pre	Post		Pre	Post
Part 2 - 14/14	2	6	13/14	3	4
12/14	2	2	11/14	2	0
10/14	2	0	8/14	1	0

P8 The learner will be able to make new words by substituting initial consonant blends and digraphs in known words with 80% accuracy.

Number Correct	Number of Children		Number Correct	Number of Children	
	Pre	Post		Pre	Post
44/48	1	3	42/48	1	
43/48	0	2			
41/48	2	2	40/48	1	
39/48	1		36/48	2	
35/48	2		29/48	1	
			48/48	0	4
26/48	1		47/48	0	3

P9 The learner will be able to recognize the consonant blend or digraph he hears at the end of two dictated words with 80% accuracy.

Number Correct	Number of Children	Number Correct	Number of Children
16/16	2	14/16	3
13/16	3	12/16	1
11/16	2	10/16	1
6/16	1		

P10 The learner will be able to recognize and write the vowel he hears in a dictated word with 80% accuracy.

Number Correct	Number of Children		Number Correct	Number of Children	
	Pre	Post		Pre	Post
20/20	3	7	19/20	1	5
18/20	2	3	17/20	2	0
16/20	4	0	14/20	2	0
12/20	1	0			

P11 The learner will be able to differentiate between the long and short vowel sounds with 80% accuracy.

Number Correct	Number of Children		Number Correct	Number of Children	
	Pre	Post		Pre	Post
10/10	4	7	9/10	2	3
7/10	2	0	6/10	1	0
5/10	2	0	4/10	2	0

P12 The learner will be able to identify the vowel heard and record whether its sound is long, short, or r-controlled with 80% accuracy.

Number Correct	Number of Children		Number Correct	Number of Children	
	Pre	Post		Pre	Post
15/15	2	10	14/15	1	2
13/15	6	3	12/15	2	0
11/15	1	0	10/15	2	0
9/15	1	0			

P13 The learner will be able to dientify the letters representing the vowel digraph or diphthong he hears when these sounds are dictated with 80% accuracy.

Number Correct	Number of Children		Number Correct	Number of Children	
	Pre	Post		Pre	Post
10/10	8	12	9/10	6	1
4/10	1	0	8/10	0	3

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P14 The learner will be able to indicate the vowels he hears in dictated words of one or more syllables with 80% accuracy.

Number Correct	Number of Children		Number Correct	Number of Children	
	Pre	Post		Pre	Post
100%	4	8	90%	6	1
40%	1	0	80%	0	2

P15 Given statements of the most common vowel principles, the learner will be able to indicate which one applies to a given word with 80% accuracy.

Number Correct	Number of Children		Number Correct	Number of Children	
	Pre	Post		Pre	Post
10/10	3	5	8/10	1	0
7/10	3	0	9/10	2	2

P16 Given a list of nonsense words, the learner will be able to mark the vowels to indicate whether they are long, short, r-controlled, or unsounded with 80% accuracy.

Number Correct	Number of Children		Number Correct	Number of Children	
	Pre	Post		Pre	Post
10/10	5	6	8/10	1	0
7/10	1	0	9/10	0	1

P17 Given a list of nonsense words, the learner will be able to pronounce them according to the letter sounds and vowel principles that have been taught with 80% accuracy.

Number Correct	Number of Children		Number Correct	Number of Children	
	Pre	Post		Pre	Post
100%	4	6	95%	2	0
90%	2	2			

S1 The learner will be able to identify the simple endings that denote tense (ed, ing), number (s, es), person (s, es), possession ('s), and comparison (er, est) when inflected forms of words are dictated with 80% accuracy.

Number Correct	Number of Children		Number Correct	Number of Children	
	Pre	Post		Pre	Post
10/10	4	6	9/10	1	1
6/10	2	0			

S2 The learner will be able to identify the root word in an inflected form (having an ending) or in a derived form (having a prefix or suffix) with 80% accuracy.

Number Correct	Number of Children		Number Correct	Number of Children	
	Pre	Post		Pre	Post
Part 1 - 10/10	3	5	9/10	3	1
0/10	1	0	8/10	0	1
Part 2 - 10/10	4		9/10	3	
8/10	2		6/10	1	
4/10	1				

S3 The learner will be able to divide a compound word into its component parts with 80% accuracy.

Number Correct	Number of Children		Number Correct	Number of Children	
	Pre	Post		Pre	Post
10/10	1	2	9/10	1	

(No data was available for one student)

S4 The learner will be able to write the two words for which a contraction stands with 80% accuracy.

Number Correct	Number of Children		Number Correct	Number of Children	
	Pre	Post		Pre	Post
10/10	21	22	9/10	1	0

S5 The learner will be able to identify prefixes and suffixes in a list of derivatives with 80% accuracy.

Number Correct	Number of Children		Number Correct	Number of Children	
	Pre	Post		Pre	Post
20/20	2	12	19/20	1	3
18/20	3	2	17/20	1	5
16/20	2	2	15/20	4	0
14/20	3	0	13/20	1	0
11/20	2	0	9/20	3	0
3/20	1	0	1/20	1	0

S6 Given a list of prefixes and suffixes, the learner will be able to identify the affix to be added to a given root word to make sense in a sentence with 80% accuracy.

Number Correct	Number of Children		Number Correct	Number of Children	
	Pre	Post		Pre	Post
90%	8	8	80%	4	9
60%	4	3	50%	1	0
40%	4	0	30%	1	0
20%	1	0	10%	2	0
100%	0	5			

S7 The learner will be able to indicate the number of syllables heard in a word by counting the vowel sounds with 80% accuracy.

Number Correct	Number of Children		Number Correct	Number of Children	
	Pre	Post		Pre	Post
100%	16	2	95%	3	0
90%	3	2	85%	1	0
80%	1	1			

S8 The learner will be able to apply vowel principles to syllables and indicate whether the vowel sound in a syllable is long, short, or r-controlled with 80% accuracy.

Number Correct	Number of Children		Number Correct	Number of Children	
	Pre	Post		Pre	Post
100%	5	14	80%	9	2
70%	0	1	90%	0	5
60%	3		40%	5	

S9 Given a list of two-syllable nonsense words, the learner will be able to divide them into syllables according to the principles of syllabication with 80% accuracy.

Number Correct	Number of Children		Number Correct	Number of Children	
	Pre	Post		Pre	Post
100%	3	9	90%	7	8
80%	10	6	70%	1	2
60%	4				

S10 Given a list of two-syllable nonsense words, the learner will be able to pronounce them, making application of vowel sounds and principles to syllables with 80% accuracy.

Number Correct	Number of Children		Number Correct	Number of Children	
	Pre	Post		Pre	Post
100%	1	7	90%	8	2

APPENDIX C

BILINGUAL NEWSPAPER

BILINGUAL MONTHLY REPORT

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O JORNAL BILINGUE

5TH GRADE
5A CLASSE

Escola
PRIMÁRIA DE

FAY POINT ELEMENTARY SCHOOL

Dear Parents and Students:

The bi-lingual program at Fox Point is now in its fourth year, and as its director, I would like to take this opportunity to share my enthusiasm with you.

As parents and students having cultural, family and neighborhood interests in the Portuguese program, you realize the satisfaction that its success has fostered.

The Portuguese children have progressed in their newly accuired language, English, while continuing to learn in thier native Portuguese This has served to instill the confidence necessary for success, while maintaining the rich heritage they have brought with them.

The American children have delighted in learning the language and culture of their neighbors and friends, while continuing their regular school curriculum. City - wide testing programs have verified the progress and growth of these youngsters.

Through a special program worked out on the junior high school level, the fifth graders entering Nathan Bishop in the Fall will have an opportunity to continue their instruction in Portuguese language and culture, providing a continuity of instruction and a smooth transition to their new school.

As always we are interested in parent comments and suggestions. You too, are an integral part of our program.

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Frank Piccirilli Jr

Frank Piccirilli
Bilingual Director

Caros Pais e Alunos:

O programa bilingue de Fox Point está agora no quarto ano de existência. Na qualidade de director deste programa, gostaria de aproveitar esta oportunidade para partilhar convosco o meu entusiasmo.

Como pais e alunos interessados no programa Português, vós compreendeis a satisfação proporcionada pelos bons resultados do programa. As crias crianças portuguesas têm progredido na sua nova língua, o Inglês, ao mesmo tempo que continuam a aprender em Português. Isto tem - nos dado a confiança necessária para se obter bons resultados, enquanto se procura manter a rica herança cultural que as crianças já possuiam.

As crianças americanas têm revelado interesse em aprender a língua e a cultura dos vizinhos e amigos, ao mesmo tempo que estudam o seu currículo escolar normal.

Um sistema de exames abrangendo toda a cidade permitiu-nos verificar o bom aproveitamento dossnossos alunos.

Por um programa especial destinado aos primeiros anos da escola secundária, os alunos do quinta classe que vão frecuentar a Escola Nathan Bishop em Setembro, vão ter ocasião de continuar o estudo da língua e cultura portuguesa, o que lhes vai proporcionar continuidade de estudo e uma transição gradual para a sua nova escola.

Cá ficamos à espera dos comentários e sugestões dos pais. Vós sois parte integrante do nosso programa

Frank Piccirilli
Director do Programa Bilingue

Biiingual Monthly-Report

We have just started this Newspsper, a project which is Bilingual, Portuguese and English. We would like to tell you some things we do. We have a pledge. This is how it goes.

I give my pledge as an American to save and faithfully to defend from waste the natural resoures of my country- it's soil and minerals, it's forest's, waters, and wildlife.

by, Rana Gonsalves

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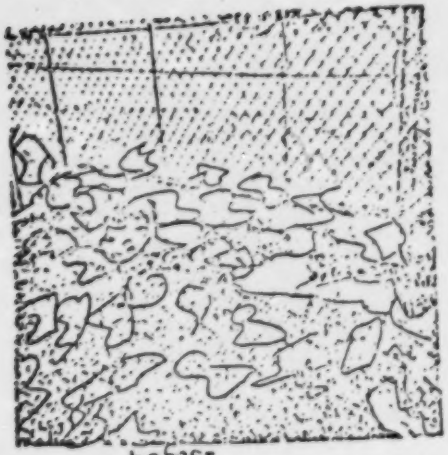
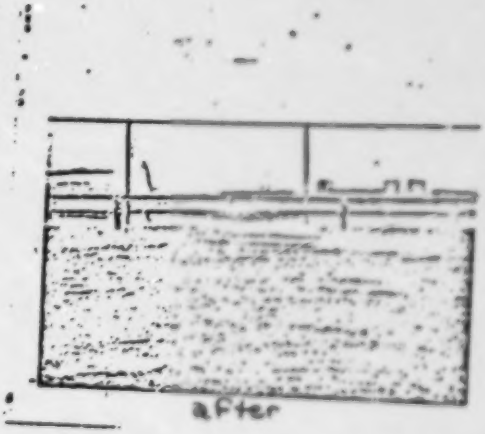


before



after

Here's Your Chance

Here's your chance to join the F.P.S. environment club. Just fill out one of these forms, and give the other to your best friend and send it to room 5 . You will recieve a membership card. NO Money, just your oath.

I hereby pledge my oath to keep Fox Point School clean. 148

signature_____

I hereby pledge my oath to keep Fox Point School clean.

signature_____

Mark H. Blank and Anna Tires Editors

or quese at the same time is better than learning only one language.

When somebody speaks to me in English I am able to speak to them. If they speak to me in Portuguese I am still able to speak to them.

I also think it is more exciting and fun to know two languages.

by Manuel Felicio

I think learning two languages is a very difficult thing for some students. Learning Portuguese and English is a very exciting thing.

I like the way we learn the language at the same time and the way that we mix them together.

by Ana M. Pires

Portugues é a segunda Lingua

1

Porque gosto de aprender Português

Eu gosto de aprender Português porque é a lingua dos meus avós. Muitos dos meus amigos e vizinhos sabem falar Português e eu gosto de falar com eles e entender o que eles dizem. Quando vou à loja ou ao supermercado aqui em Fox Point há caixas escritas em Português com produtos importados de Portugal. É sempre bom saber mais uma lingua porque isso pode ajudar a gente a viajar e arranjar um bom trabalho como, por exemplo, hospedeira da aviação.

Eu tenho gosto de ler os livros portugueses que há na biblioteca de Fox Point

Ivy Maria Castilho
Eileen Silva

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Newspaper Assignment

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Danny Castro
Gilbert Silva
Roger Pereira

Editorials

I do not like the lunch room because it is to noisey. Here are some rules to follow.

1. No running
2. Wait your turn in the food line.
3. Remain in your seat.
4. Be quiet when the whistle blows.
5. Make sure under your seat is clean when you leave it.

by
Gilbert Silva

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I think that some of the high grades should have a little time to have some fun and to think of new ideas and learn about our environment.

Some rooms should get together and Observe our lovely environment.

Other people should pick up papers, bottles, cans and put them neatly into bags.

by

Há várias coisas que eu gostava de modificar na escola. Gostava que os alunos mais velhos dessem bom exemplo aos pequeninos, não atirando papeis para o chão.

Gostava também que pudessemos ter carteiras novas, próprias para a nossa idade.

Na biblioteca já há alguns livros portugueses, mas eu penso que precisamos mais. E ainda outra coisa, precisamos novos pinceis porque os que temos são muito grossos.

by
Jack Borges

Civic Center

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No dia 17 de Janeiro de 1973, nós fomos dar um passeio ao Civic Center, que fica na cidade de Providence.

Eu gostei muito deste passeio. Vimos uma bailarina a dançar e os soldados.

Tambem vimos jogar ao basquetebal e ao hoquei. Gostei muito. Fomos na camioneta e foi muito bonito. Estavam lá muitas pessoas a assistir.

by Fátima Peixinho

How We Get our Books for the Fox Point Library

Books for the Library are brought with money through the School Department. The Librarian orders the books from book suppliers. Then in a month or two the newly ordered books arrive at the Fox Point Library.

When new books arrive, there is much work to be done before the students can check the new books out of the Library.

For a person to become a Librarian she needs at least 4 or 5 years of college.

Interviewed by

Joe Vieira

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Miss Argentieri:

Girls Gymnastic Competition

The following girls competed in a State Gymnastic competition on Sat. Feb 3, 1973 at the Ponagansett High School. We left school at 7:30 a.m. and returned at 4:00 p. m. The girls were in the Squat Vault event competeing along

We did not win any ribbons, but each girl did an outstanding job and represented our school with pride. We hope that next year we can take more girls and enter more events.

Gymnastic Team.
Stephanie Miller
Maria Teixeira
Maria da Silva
Maria Medeiros
Colectina Meneses

Interviewed by,
David Pereira

On January 8,1973 room 5 started a new contest called "Student of the Week". The teacher puts an index card on each desk.Whenever the children are good or make good marks they get a point on their index card. At the end of the week whoever has the most points is the Student of the Week. This week Daniel Castro was the Student of the Week. The Student of the Week receives a blue ribbon and gets his name posted on a big poster. Here is a picture of one of the recent Student of the Weeks.

by,
Katherine Schacht
and
Luccinda Montrond

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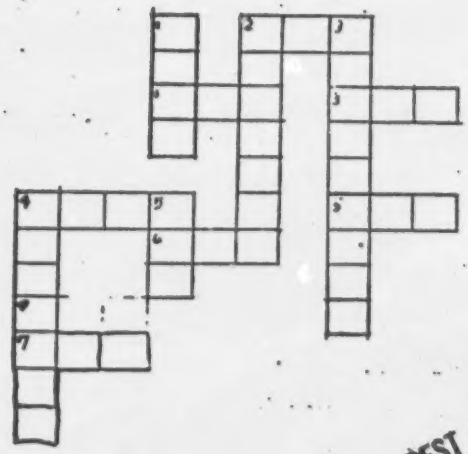
A CROSSWORD PUZZLE



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ACROSS

1. Used to drink hot beverage.
2. There is an empty_____ that Tony always plays in.
3. 97 years is _____
4. You tell the ___by a clock.
5. Used to play baseball.
6. Something little kids say when they are having fun.
7. The country you're in.

DOWN

1. Past tense of come.
2. At the airport a man takes your ____.
3. You can get stuck with a thorn from a.
4. The little child went ------the tunnel.
5. A lambs mother------

by,

Jessica Hough

answers on last page.

The Civic Center

Our trip to the Civic Center was an exciting one. They had entertainment which varied from active sports to a mild fashion show. The Rhode Island Hockey Team exhibited their practice which they have every day.

Rhode Island State Ballet demonstrated their new style of ballet which was more exciting then the old fashion way which is very calm.

by Michael Fortes

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What's wrong with the Boston Bruins

"Well" the Boston Bruins won last year. But no one knows if they will win the Championship this year. Some of their players left the team for various reasons. Jerry Cheevers and John McKenzie left because they wanted more money then the Boston Bruins would pay them. Cheevers decided to take the offer of the American Hockey Association. They have also been hurt by injuries to important players, like Bobby Orr and Phil Esposito.

Recently coach Tom Johnson was fired because of his failure to get the team on the winning track.

by Michael

Ecologia

Aqui na America há muito lixo pelos caminhos. Na escola estão a fazer postais para não atirarem papeis para o chão.

Mrs. Sharp deu alguns milloes de dolares para limpar o rio de Providence.

Agora está melhor, mas a água não está clara como dantes. A senhora tem muito desgosto por ver um lugar tão bonito assim desprezado. A classe do Mr. Augusta esta a dar-nos um bom exemplo indo apanhar papeis que se encontram nos jardins da escola.

by
Maria Teresa Moniz

Modificações para a escola

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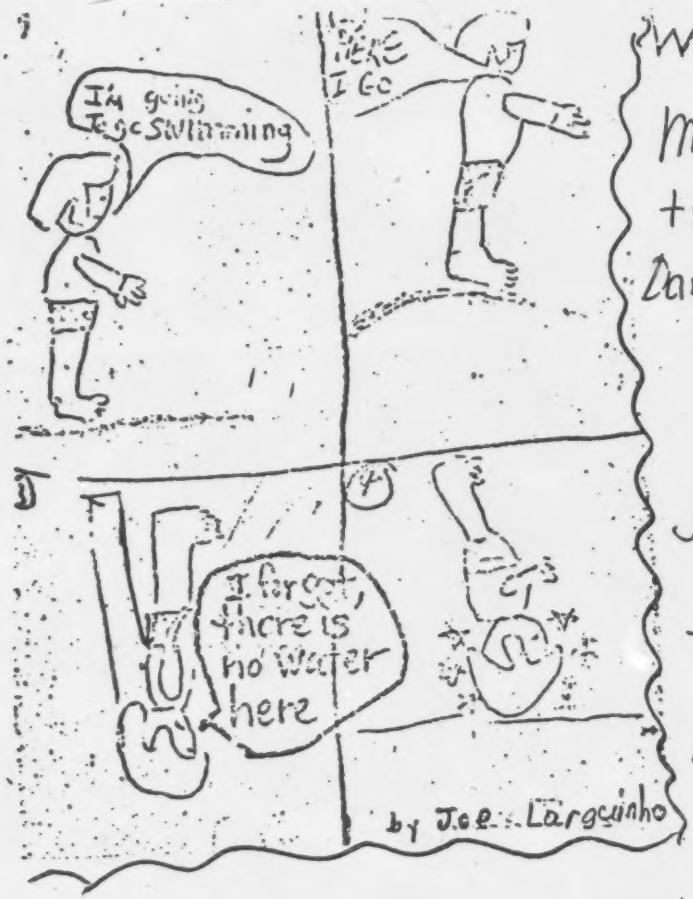
Eu gostava quando nos fossem para a cafetaria para nos não falar e quando nos irmos comprar a comida para nos não empurar ninguem. E para nos ficar-mos nos nossos bancos e não meter papeis para o chão.

Eu gostava que aquele bucado de terreno de fronte do jardim que fosse mais limpo. Eu já vi cocheiras mais limpas.

by
Jack Borges



Why did the moron drive his truck over the cliff?

Danny- I don't Know. Why?

Jack- He wanted to test his air brakes.

Danny- ha ha ha ha hahaha

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Joe- A penny, a dime, and a quarter were walking by the river. The penny and the dime fell in. Why didn't the qarter fall in?

Glenn- Gosh! I don't know.

Joe- The qarter had more cents.

Teacher and Staff Hobbies and Past Times

Miss Colwell - swimming

Mrs. Clark - painting, refinishing funiture

Mr. Aica - swimming, chess, reading

Miss Mazza - water skiing, knitting

Mrs. Hakeman - reading, playing piano

Miss McElory - playing piano, sewing

Mrs. Connors - brading

Miss Sohigian - cooking, sewing, handwork

Mrs. Rufo - bowling, sewing, handwork

Mrs. Black - bowling, bingo playing

Miss McCaffrey - painting, cooking reading

Mrs. Lisey - skiing

Mrs. Cambell - reading, dog training guitar

Mr. Sorem - music, nature

Mrs. Catullo - Knitting, reading

Miss Raffery - reading, kniting, camping, crocketing

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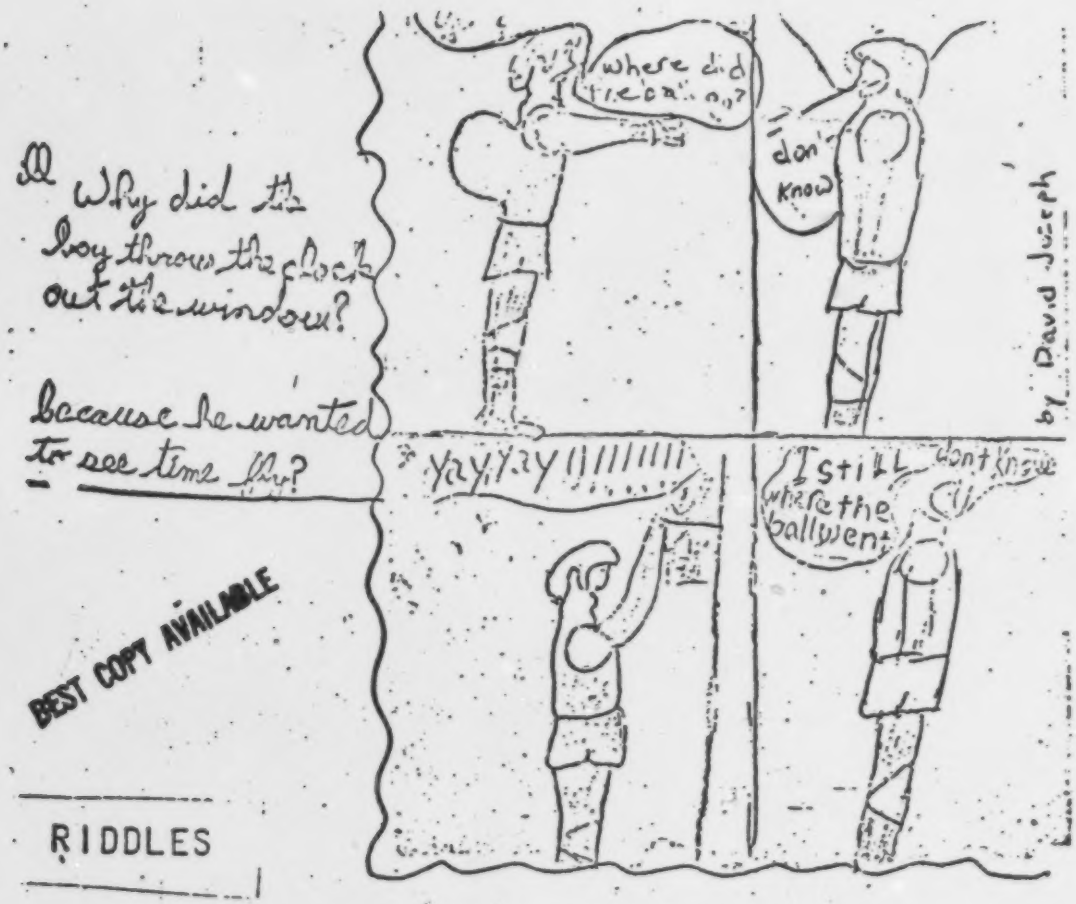
What Has Been your Greatest Thrill as a Teacher

An Interview with Miss Colwell--- A few years ago I had the pleasure of knowing that a boy I had taught English had won the Anthony Medal. He competed in an oral reading test against fifty excellent readers who were born in this country. Imagine the thrill to have been partly responsible for having taught a boy who spoke only Portuguese, and who in four years could excel above so many brilliant students.

by

Paula Cardoso


Q Why did the boy throw the clock out the window?
A because he wanted to see time fly?
where did he go?
don't know
yayyay!!!!!!!!
I still don't know where the ballpark
by David Joseph

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RIDDLES

What did one tonsil say to the other tonsil?

Better get dressed the doctor is going to take us out.

What do you have when you have a new nickle and an old dime?

15 cents.

What is a witches favorite flower?

Poiden ivy.

What state isn't married?

Miss. (Mississippi)

There are two horses. One is trotting down the road and the other is penned up in a corral. Which one is singing "Don't fence me in".?

Neither, horses don't sing.

by Jessica Hough

Tommy: Why did the plant go to the foot ball game?

Jack: Because he wanted to play.

Tommy: Nope, he wanted to go out to root.

James: Why did a boy take a ladder to the ball game?

Anna: Why?

James: Because the Giants were playing.

Michael: Why did the letter arrive wet?

Donna: I don"t think i know.

Michael: There was postage dew.

Linda: What does your uncle do in the watch factory?

Maria: How should I know?

Linda: He sits around making faces.

by Dana Gonsalves

Recipes

Pineapple Coconut Pie

Preheat oven to 400 degrees.
Beat three eggs. stir in one 8 1/2 ounce can of crushed pineapple, 1 cup of shredded coconut and white cornsyrup. 1/4 cup sugar 1/4 teaspoon of salt, two tablespoons of melted butter and 1 1/2 teaspoons of vanilla extract. Pour into a prepared graham cracker crust and bake on lower shelf of oven about 45 minutes, until center of filling is set.

by,
Paula Cardosa

Shrimp Cocktail

1 tablespoon tomato ketchup or tomato paste, or skinned fresh strained tomatoes.
1 tablespoon worcestershire sauce.
3 tablespoons whipping cream or evoporated milk.
seasoning, small amounts of celery salt (or chopped celery) finely chopped onion (optional) little lemon juice, lettuce
1 cup shelled cooked shrimp
To garnish: Lemon

To make the sauce; mix all the ingredients together and taste to check seasoning and lemon juices. To make cocktail this may be arranged in glasses or small flat dishes. Shred the lettuce very finely so it may be eaten with a spoon or small fork. Top with the shrimp and cover with the sauce. Garnish with lemon wedges or slices. Serve as cold as possible.
Serves 4

by,
Eillen Silva

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Bolo alemão

250 gramas de manteiga, 250 gramas de açúcar, 320 gramas de farinha, 60 gramas de corintos, 100 gramas de passas grandes, 60 gramas de frutas cristalizadas variadas, 5 ovos, 1/2 pacote de açúcar, baunilha, raspa de limão e laranja.

Bate-se bem o açúcar com a manteiga e em seguida vão-se-lhe incorporando os ovos um a um, o açúcar baunilhado, a raspadde limão e laranja, e depois a farinha. Barra-se uma forma lisa com um papel bem untado de manteiga como se fosse para bolo inglês e vai-se pondo alternadamente na forma uma camada de massa, depois frutas, massa, e assim até acabar.

Terminar com massa e enfeitar com algumas frutas; leva-se a cozer ao forno.

by Fátima Peixinho

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Falta de disciplina na cafetaria

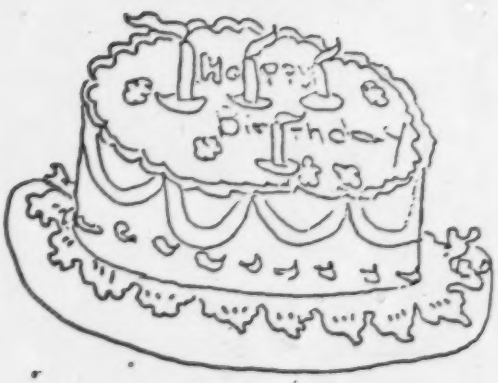
Precisamos de ter mais disciplina na hora do almoço. Não devemos falar nem empurar ninguém. Também é preciso ficarmos quietos nos nossos bancos e não deixar cair papeis no chão.

Eu também gostava que aquele bocado de terreno de fronte do jardim fosse mais limpo. Eu já vi cocheiras mais limpas.

by Jack Borges

Bate-se 100 gramas de manteiga até ficar em creme. Junta-se depois duzentas gramas de açúcar e continua-se a bater um pouco mais. A seguir junta-se seis ovos e continua-se a bater. Finalmente, duzentas e cinquenta gramas de farinha e uma colher de sopa de fermento. Mistura-se passas de abóbora coberta de nozes picadas. Mexe-se mais um pouco e deita-se numa forma untada de manteiga. Vai ao forno, temperatura de 350.

by
Teresa Moniz



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Bolo de Nozes

Bolo de Nozes

Bata-se duzentas e cinquenta gramas de açúcar com seis gemas de ovos. Faz-se uma pasta com cem gramas de marmelada e algumas nozes picadas, que se junta depois ao açúcar já batido com as gemas. Depois de tudo bem incorporado deitam-se seis claras batidas em castelo. Volta-se a bater e por último juntam-se duzentas e cinquenta gramas de farinha aonde se mistura uma colher de chá de fermento em pó. Quando estiver bem batido põe-se numa forma untada de manteiga e vai ao forno, temperatura 350.

by
Tereza Moniz

Fashions Around the World

shions around the world are different in many ways. Some
es like Spain wear long and modest dresses. In the United
the dress is very libral. The style ranges from mini skirts
which is very long. The pants are very short and are called
nts, the long pants are very wide and baggy. They are called
ottoms or elephant pants.
he newest "craze" in fashion are pallazo pants. They are long
ggy and look like long baggy skirts.

by Lucy Ribeiro

ossword Puzzle Answers

Answers to crossword puzzle

Across
1. nug
2. lot
3. old
4. time
5. bat
6. wee
7. U.S.A.

Down
1. came
2. luggage
3. thornbush
4. through
5. eve

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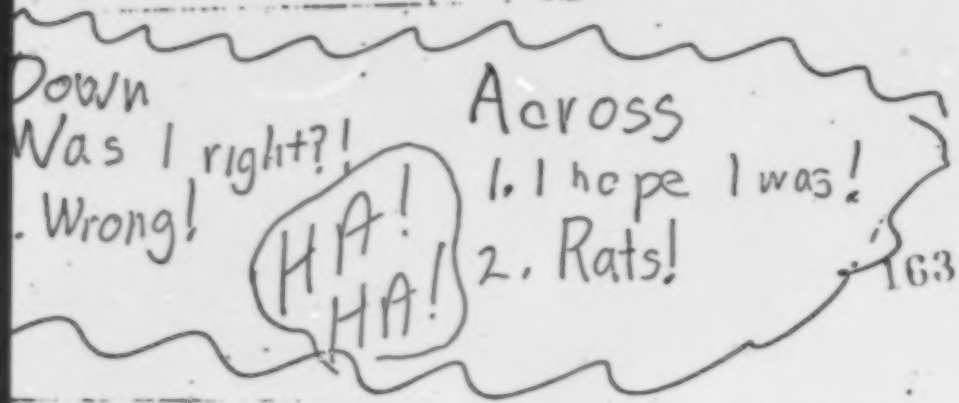

APPENDIX D

Evaluation of 1972 Summer Institute

EVALUATION OF INSTITUTE
(Summer, 1972)

Place the number one (1) by the offering or offerings you found most valuable. Place the number two(2) by the offering(s) you found 2nd most important, 3rd etc. If you did not participate in any of the following, leave it blank.

1. _____(a) Culture and Civilization classes

_____(b) Linguistics 1

_____(c) Writing of Materials

_____(d) English as a Second Language Practice

_____(e) Portuguese as a Second Language class

_____(f) Portuguese as a Second Language Lab work

_____(g) Reading consultant

_____(h) Marcia Reback - Social Studies Consultant

_____(i) Methodolcgy 1 and Demo teaching

_____(j) Methodology 2

_____(k) Pre-Test

_____(l) Post-test

_____(m) Bilingual Education 1

_____(n) Advanced Portuguese for Luso-Americans

_____(o) Bilingual Education 2

_____(p) Foreign Language Consultant

2. Please list any needs or areas of concern which were not included in the institute.

3. What is your opinion of this year's individualized program? Why?

4. Please circle area(s) you feel the bilingual institute should emphasize.
   a. Linguistic Concerns
   b. Cultural concerns
   c. Teaching methods and strategies
   d. Materials development
   e. Testing
   f. Second Language Methodology
   g. Curriculum development
   h. Other:

5. The bilingual institute is

   A. Too long.

   B. Too short.

   C. Just right

   D. I recommend _____

6. If I ran the institute next year, I would throw out:

   Add:

   Be sure to keep:

7. The four days of inservice during the school year could best be used in (circle)

   A. Investigating how best to evaluate students (testing)

   B. Investigating art and music as vehicles for teaching social studies

   C. Setting time aside to create new activities

   D. Further developing skills in teaching reading

   E. Continuing to learn about Portuguese culture and civilization.

   F. Developing skills in teaching mixed classes

   G. Other _____

8. Please include any other comments, criticisms, or suggestions.

Item 1

Participant	a Culture and Civilization	b Linguistics 1	c Writing of Materials	d ESL	e PSL	f PSL (lab)	g Reading Consultant	h Social Studies Consultant	i Meth 1	j Meth 2	k Pre-test	l Post-test	m Bilingual Education 1	n Advanced Portuguese	o Bilingual Education 2	p Foreign Language Consultant
1	1		1	1												
2	1			1												1
3	1		1	1												2
4	1	1		2			1	1	1		3	2	1			1
5	1		1	1			1	2			2	2				1
6			1							1			1			
7			1				1		1							
8			1				1		1							
9	1				1				3				2			
10	1	3					1	2			2	2	1			
11	1		2		1	1				1					1	
12	1		1				1	1					1			1
1					1	1										
14	1		1				2		1							1
15		1	1		1	1	3	2			2	2	1			3
16	2	2			2	1	3	1			3	3	1		1	
17	1		1											1		1
18			1					1		1	2	2			1	1
19	1		1		1	1					1	1		1		
20			1				1	1		2	2	2				
21	1	3		1			2	3	1		0	0	1			
22	1		1		1					1			3		1	
23	1		1		1		1	1								
24	1					1										
25		1	1		3	1	1				1	1				1
26	1				2	1	1	3			2	2	1		2	
27		1	2				1	1			3	3	1			
28	1	3	1				5	1				3	3	2		

Items 2, 3, 6, 8

(Particularly interesting replies are starred)

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Item 2	Item 3	Item 6	Item 8
	Gostei imenso da maneira como o curso decorreu, pois acho que a preparação de trabalhos a que procedemos é valiosa e vai ser muito útil no decorrer do [illegible] ano escolar.		
	Gostei do curso, devido que cada qual fêz o que, achou mais conveniente, ás suas classes, enquanto ao prepáro de materiais.		
	Gostei imenso acho que a preparação de trabalhos foi muito importante..		
	O professor está integrado no corpo docente de uma escola, mas terá de fazer um trabalho individualizado. Portanto a preparação do professor terá de ser feita através dum programa de trabalho individual.	Add: More use of visual aids, more participation in discussions. Keep: Visual aids	
	It enabled people to select a wide varrety of areas.	Add: more emphasis on culture. Keep: PSL + PCC	
None	* I thought it was great. The concerned and informal attitude of both Dr. Vieira + Dr. O'Connor made this not only profitable but also a very enjoyable experience. I think I learned more in 3 weeks here (about teaching) than I did at R.I.C. I think teacher education schools should run along this line.	Add: nothing Keep: Dr. Vieira and Dr. O'Connor	Please have it next summer.

	Item 2	Item 3	Item 6	Item 8
	Felt 1972 Institute successful not all needs.	*Found the offerings of great value - Choice of classes - varied - Enough time allowed for lab work. Liked chosing of subjects - Can't be enthusiastic enough.	Would prefer no aides present. Have a separate institute for non-professional personnel. Keep PSL	Some course on professional philosophy presented to non-professionals. Enjoyed the contributions and companionship of the Pawt. and Fall River groups.
		Very good - doing what is most needed.		
		Excellent - If one is allowed to arrange ones' program, one has a better chance to achieve the objectives that one has set forth.		
		*As far as I am concerned this year's individualized program was the best that ever happened	Add: a few Portuguese films.	
		*Excellent! As teachers + administrators we talk about individualization for students - participating in an Institute designed for individualization makes the concept much more practical for us and provides necessary experience for us!		
		*Excellent. With the variance of experience in bilingual education, each participant could work in the areas in which he had a need.		
		It was, I feel, the best way in which to have the Institute because everyone was free to work on the materials which they found of most interest.	Add: more visiting consultants. Keep: Individualized programs.	I thoroughly enjoyed this institute!
	Teaching of Curriculum Coordination Theory + Practice.	I was initially pleased to hear I could have determined my own course of study but in the area of curriculum research + development, I could have benifitted	more from the experienced teachers.	I enjoyed it very much - I appreciated interractic and exchange of ideas of the 3 communities
		Found it very interesting.		Keep: Everything as is.
	...re demonstrations ...m consultants.	My idea is that the individualized program will be good in the future but first we need to train the children to use this kind of work.		

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Item 2	Item 3	Item 6	Item 8
students in Meth ... xpected to each ...or 2 weeks, ...re should be ...e equipment pro-ided such as film-...ip projectors. ...h person teach-...g should have a ...m to himself.	*I prefer an individualized program where we are allowed to choose our courses because it gives the participant a chance to take only those courses he feels are interesting to him. In other institutes your program is given to you and many times you are forced to take courses you have already had or have absolutely no interest in.		BEST COPY AVAILABLE
	*Best yet. Because I could stay with something in which I was interested, finish it, and move on to something else in which I was interested. Could concentrate. Could move at own rate.	Throw out: Nothing	
	*It was very good, because we can give more of ourselves to a subject in which we see immediate utility for us.		
	Good except I found Ling I heavy for 3 weeks. Many facts to remember.	Keep: PSL Throw out: Testing	
			I think the Institute is very well organized. The courses are very interesting, the professors are great. The The time was too short to cover all the materia
	*It's a good concept, but people become lazy at times and should be pushed for best performance. More busy work or work sheets should be used to keep people active.	Add: B.E. 2 - the workbook	
	A great deal of time was allocated to the individual's self-acquisition of knowledge which I feel is very important.		
...ternalized" ...se on where or ... to go about find-... existing Port. ...rials should have ... offered, there ...d have been a ... official ...ing of resources ... information.	*A good idea since most people have rather specialized needs and interests. However there should have been a basic core curriculum with definite objectives for all to accomplish.	*Throw out; Meth 1 as it is. Add: a different Methodology, i.e. Spend time reading and discussing methods of teaching lang. also observation of these techniques by a professional lang. teacher i.e. Nelson Vieira	

Items 4, 5, 7

	Item 4							Item 5				Item 7						
	A	B	C	D	E	F	G	H	A	B	C	D	A	B	C	D	E	F	G
		Cultural Concerns	Teaching Methods and Strategies	Materials Development	Testing	Second Language Methodology	Curriculum Development	Other	Too long	Too short	Just right	I recomend ___	Investigating how best to evaluate students	Invest. art + music as aids for teaching Soc. Studies	Setting time aside to create new activities	Further developing skills in teaching reading	Cont. to learn about Port. culture and civilization	Developing skills in teaching mixed classes	Other
		x	x	x			x	ESL			x					x	x	x	
		x	x	x			x	ESL			x								
		x	x	x			x	ESL			x								
			x	x	x		x			x			x			x	x	x	
		x	x	x		x	x			x			x	x		x		x	
			x	x	x		x		x						x	x		x	
		x		x			x				x		x						
		x		x			x				x		x						
		x	x			x				x				x					
			x	x		x	x				x				x	x	x	x	
		x				x					x				x	x			
		x	x	x		x	x			x			x	x			x	x	
						x	x				x			x			x	x	
		x		x			x				x		x					x	
			x	x			x				x							x	
		x	x	x		x	x			x		4-5 wks	x					x	
		x	x	x							x							x	
		x		x	x	x	x			x					x	x	x	x	
		x	x			x				x								x	
			x				x	more		x			x		x	x				
			x	x	x			demo classes			x		x		x	x				
		x	x		x	x	x				x			x			x	x	
										x				x	x	x		x	
		x		x		x					x			x	x	x	x	x	
			x							x			x		x	x	x	x	
			x	x		x	x			x								x	
				x		x				x						x		x	
				x						x					x		x	x	
		17	19	20	5	13	18		1	12	15		10	7	9	12	10	19	

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APPENDIX E

SAMPLES OF PORTUGUESE CURRICULUM MATERIALS

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Phonetic Approach f

PORTUGUESE

Prepared by Title v

Bilingual Program

Providence School De

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Todos Os Sons Necessários À Leitura

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oi

foi

ou

sou

ui

fui

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Valores da Consoante S

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a) S_1 inicial (com o seu próprio valor)

b) S_2 entre vogais (encontrando-se só ou em duplicado)

c) S_3 final ou antes de consoante com o valor de x

PROFIÇÕES

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DIÁLOGO

1. (ruído de pessoas a falar no interior de uma agência de empregos)

   MECÂNICO: O senhor o que é ? (Qual a sua profissão ?)

   (som de marteladas)

   CARPINTEIRO: Eu sou um carpinteiro. O senhor o que é ?

   (ruído do motor dum carro)

   MECÂNICO: Eu sou um mecânico.

2. (som do motor dum carro)

   MECÂNICO: Eu sou um mecânico. O senhor o que é ? (Você o que é ?)

3. (sons de martelo)

   CARPINTEIRO: Eu sou um carpinteiro.

4. MECÂNICO: Olá ! O senhor o que é ? (Que faz o senhor ?)

5. CANALIZADOR: Eu sou um canalizador.

6. CANALIZADOR: O senhor o que é ?

   CARPINTEIRO: Eu sou um carpinteiro.

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7. CANALIZADOR: Ele o que é ?

   CARPINTEIRO: Ele é um mecânico.

8. ELECTRICISTA: O senhor o que é ?

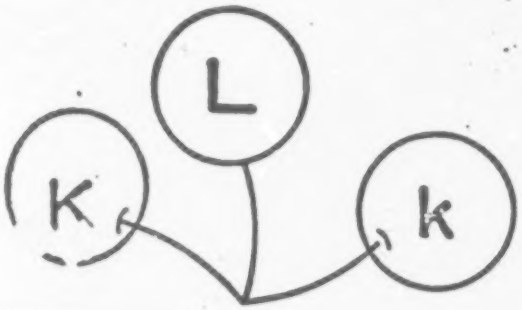
   CANALIZADOR: Eu sou um canalizador.

Letters Kk, Ll

TIONS: Color the partner letters the same color. Make all Kk's red; all Ll's blue.

Dan and Mary Sue need help finding partner letters.

Can you help them?



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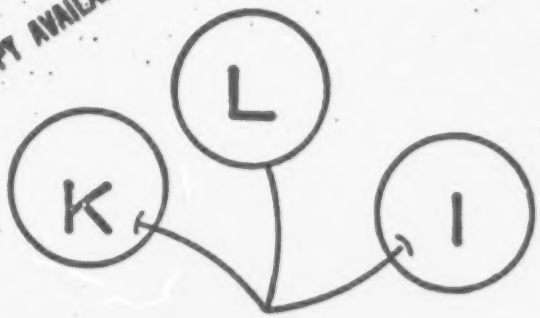

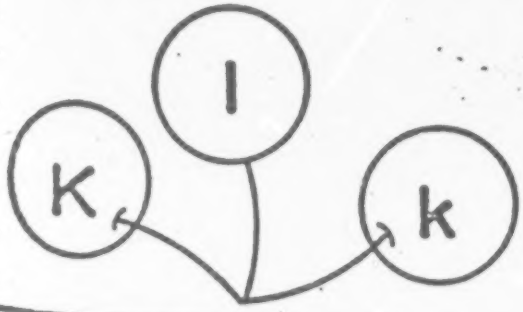

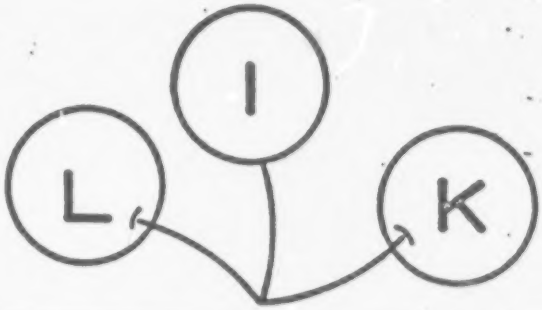

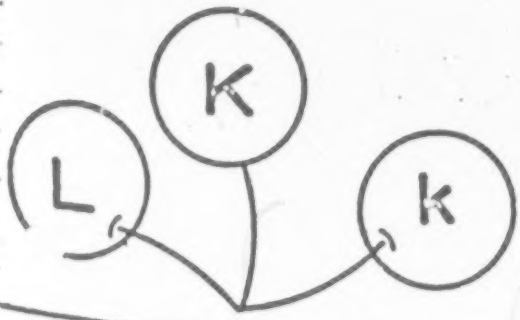

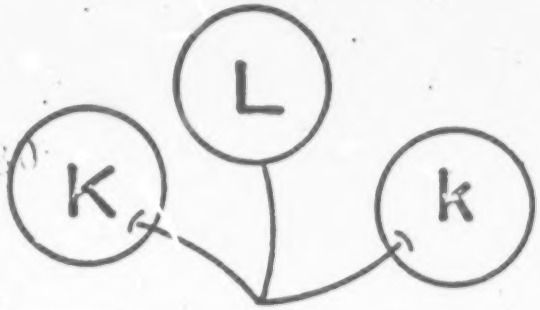

fechado.)
Faz um círculo à volta da palavra que diz o nome da gravura.
Colore as gravuras.

nês :este :esto	 medo dedo pato	gente bento dentes
;olo :tó :ta	 lapa meta cepa	giz mes três
:eu :neu :eu	 ver pêra berra	filho telha tampa

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vogais: Revisão.
Instruções: Diz o nome da gravura. Escreve os vogais que faltam. Colore as gravuras.

a i u o e

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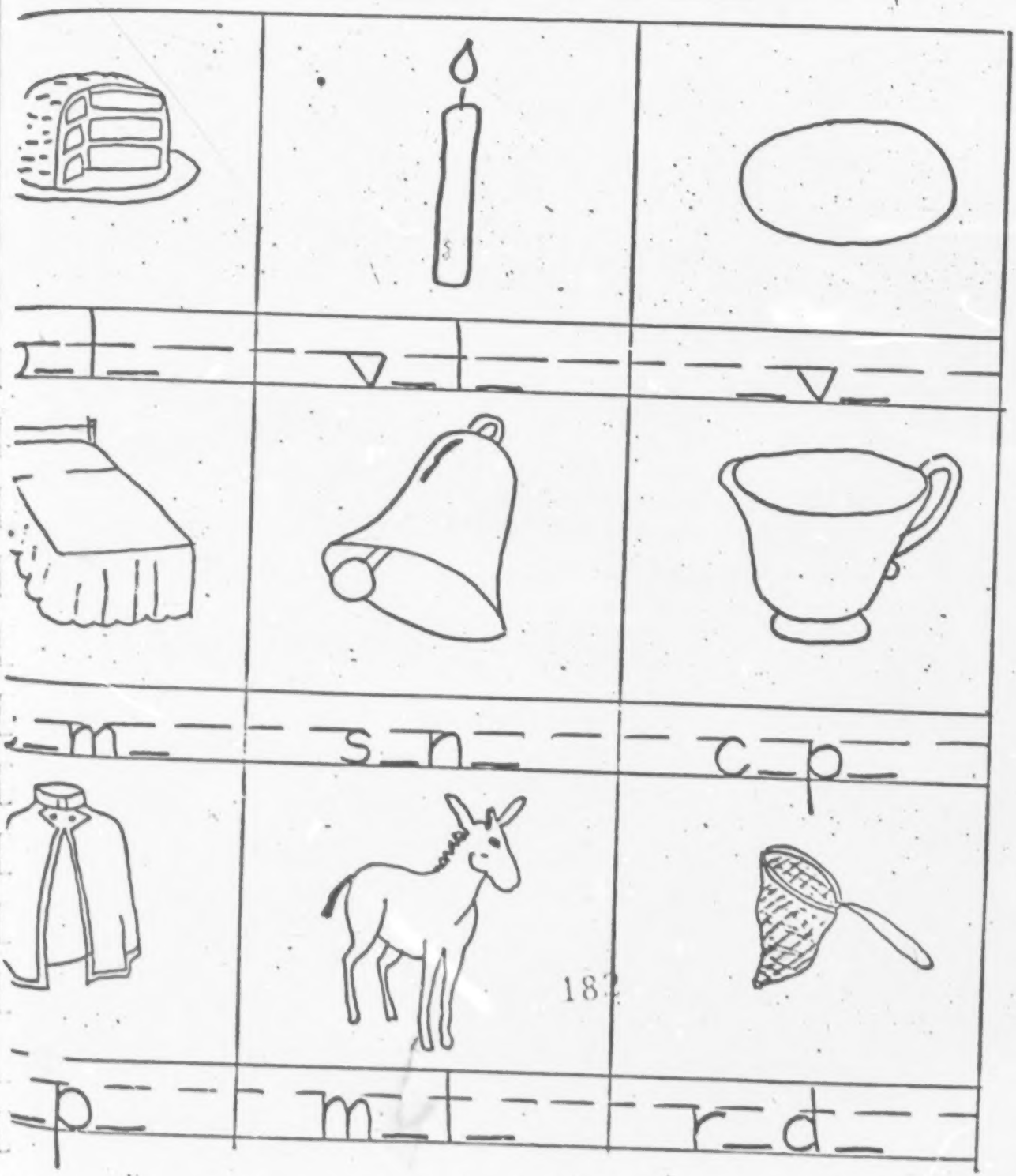

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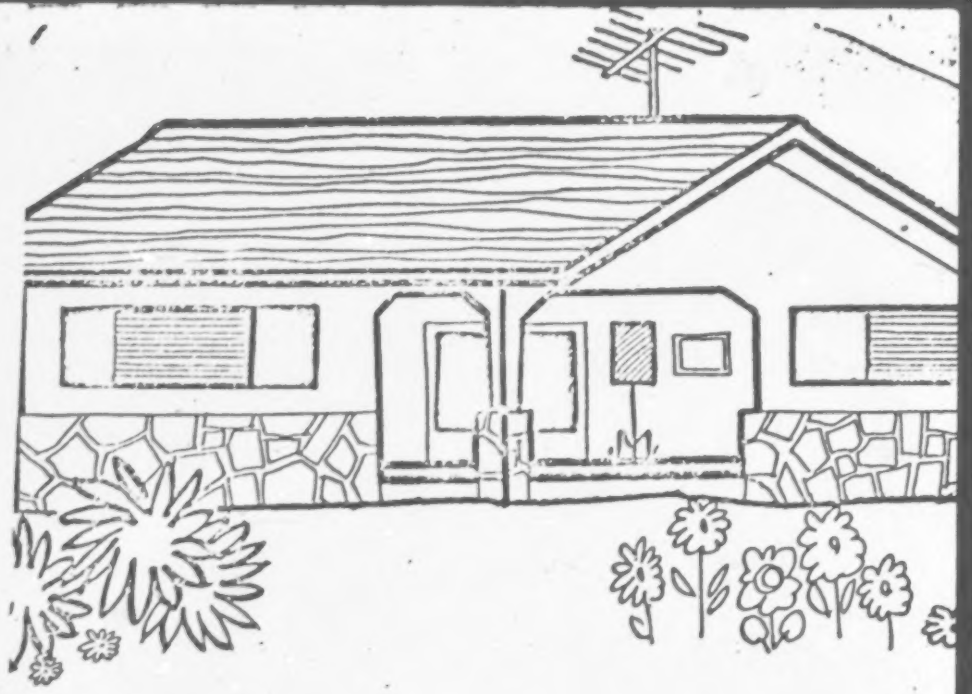

A CASA DA DIVA

Esta é a casa da Diva.
Diva vive com o papai, a mamãe, o Dedé e o Pau
Na casa vivem também o Mimi, o Lulu e a Bi
A mamãe cuida da casa.
A Diva cuida das flôres.
O Paulo cuida dos animais.
O papai cuida de todos.

rosa	ro-sa
casa	ca-sa

I Trabalhando com as palavras:

A Sublinhe as palavras que acabam com (z):

rapaz	azul	dez
Zita	verniz	paz
nariz	fuzil	zanga
zero	zelo	anzol
cruz	arroz	juiz

B Coloque algumas palavras da secção (A) nestas frases:

1. A avó deu sapatos de _____ à Zita.
2. A mãe preparou feijão com _____.
3. O padre levou a _____ à igreja.
4. O caçador matou o tigre com o _____.
5. A Laura tem uma saia ___.

C Escreva outras palavras que acabam com (z).

II Compreensão

Responda a estas preguntas:

1. Quantos anos faz a Zita?
2. Quem veio trazer o presente do juiz?
3. Qual foi a surprêsa que o juiz fez à Zita?
4. Quem lhe comprou sapatos de verniz?
5. Como é que a Zita ficou?

III Desenho

1. Faça um desenho de um presente que você gostava de receber para o seu aniversário.
2. Faça um desenho de todos os presentes que a Zita recebeu.